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ANNUAL REPORT.

In the discharge of the duties assigned them, the Board of Education respectfully submit to the Legislature their Fortieth Annual Report.

When the last report of the Board was presented, space for the exhibit of the Department of Education and Science at Philadelphia had not been allotted. It was the opinion of the Board that a special building, to be devoted to the purpose, and an additional appropriation for the exhibit itself, were necessary to do justice to the varied interests of the Commonwealth involved in this department. Neither of these facilities was afforded. Therefore the Committee of the Board, consisting of Messrs. Gardiner G. Hubbard, A. A. Miner and Joseph White, through their Agent, Mr. John D. Philbrick, and by the personal efforts of their Chairman, Mr. Hubbard, secured the best accommodations available in regard to space, and arranged the exhibit accordingly. Six rooms in the east gallery, three on either side of the entrance thereto, with such space between as could be made available, were prepared for a compact presentation of the choicest portions of the materials in hand. The restricted limits excluded much which would have added to the variety and extent of the exhibit, though perhaps not to its average quality. Care was taken to do justice, as far as possible, to the different parts of the State, and to the several higher institutions which proffered their aid.

The specimens of the various kinds and styles of industrial drawing, the study of which is made obligatory in our schools, and to the progress of which our Normal Art-School has so greatly contributed, were the most noticeable feature of our exhibit, and drew forth from various quarters the highest praise. The technical schools of the State, in which the practical appli-

cation of these principles is illustrated, held scarcely a second place. For an analysis of the enterprise as a whole, and a statement of the results which our honored Commonwealth has thereby achieved, we refer to the report of the committee having the exhibit in charge, and also to that drawn up by Mr. C. B. Stetson on behalf of the judges in the Department of Education and Science at the Centennial Exhibition, and which, when published, we should be glad to see widely circulated in our State.

When the Agent, Mr. Philbrick, was recalled to the superintendence of the Boston schools, Mr. P. D. Richards, who had been his assistant, and was familiar with the details of the work in hand, succeeded to his duties, and, with his excellent wife, whose valuable experience in teaching admirably fitted her for the work, superintended the exhibit throughout its entire continuance. Besides the Agent and his successors, the Board is greatly indebted to the untiring assiduity of the chairman of its committee, Mr. Hubbard, and to the intelligent counsel and efficient aid of the State Director of Art-Education, Mr. Walter Smith.

The appropriation for this department of our State exhibit was \$9,500; the expenditures already paid amount to \$9,995.42, leaving various bills amounting to not less than five or six hundred dollars unpaid.

The Board heartily congratulate the Commonwealth on the progress made in industrial drawing during the past year. Nearly all the cities and towns containing more than ten thousand inhabitants, it is believed, have obeyed the requisition of the law, by supporting schools for free instruction in this department of art, open to persons over fifteen years of age. Public interest in this subject throughout our Commonwealth has steadily risen from the commencement of its agitation; and the facilities for increased efficiency in industrial drawing are rapidly multiplying on every hand. These results, undoubtedly, are mainly attributable to the influence of our Normal Art-School, and the movement out of which it sprang.

After repeated recommendations by the Board of Education, the requisite legislation was secured, and the school went into operation in 1873. It labored at first under many difficulties, among which were lack of suitable accommodations, deficiency

of light and air, and last, though not least, a want of adequate appreciation by the public of its real aims and methods. The marked attention it at once drew to itself, and the deep interest and large patronage it enlisted, disturbed many existing enterprises, and awoke not a little criticism, quite foreign to the merits of the school itself. The opposition thence arising, culminated a year since in efforts to deter the Legislature from making such increased appropriations as the welfare of the school demanded. The searching investigations thus instigated revealed the real merits of the school, and secured for it marked triumph. It may now be considered as firmly established as any department of our system of public instruction.

The numbers a year ago had become inconveniently large, and its needs correspondingly great. The Board therefore established an incidental fee of ten dollars per term. This not only met the financial exigency of the school in regard to incidental expenses, but reduced its membership to a band of earnest workers; some who had been desultory in their attendance on account of daily occupation elsewhere withdrawing from their ranks. With most satisfactory methods, with the extension of its work over the entire curriculum of its four years, and with greatly increased facilities of instruction, it is fully meeting the highest expectations of the Board.

For the details of its present condition, we refer to the report of its Visitors, and also to that of the Director of Art-Education.

The several Normal Schools of the State have enjoyed an unusual degree of prosperity. In most of them, the number of pupils has transcended all precedent. In some, Salem for example, it largely exceeds the seating capacity of the assembly-room, making it necessary that a portion of the pupils should be a permanent encumbrance upon one of the recitation-rooms. At no distant day the Board will be compelled to consider what steps should be taken under such a state of facts.

The principals in the direction of these schools remain the same as a year ago. The schools are in no respect copies of each other, though they may develop their special methods by a common law. As in nature, spontaneous development results in infinite variety of form; so in mind, freedom gives endless diversity of method. In no one of these schools is it probable that the work of any one year is a close copy of the work of

any preceding year. It is inevitable that experienced teachers, recalling perpetually the same topics, shall open new veins of interest in their methods, and quicken continually the zeal of their pupils.

The influence for good of our Normal Schools upon the several departments of elementary instruction is very important. This good is effected in part through the direct agency of graduates of the Normal Schools, employed as teachers in imparting such instruction; and in part through the natural tendencies of excellence to diffuse itself far and wide. It is by no means certain that in this latter respect their value merely as models of method does not greatly transcend their aggregate cost to the State. But a small fraction of the teachers in the various elementary schools have had the advantages of Normal School instruction. Other helps, therefore, are resorted to for the elevation of the general standard in our Public Schools.

Among these is the employment of Agents, who secure for the schools of the more sparsely populated portions of the State, a measure of the same advantages that the superintendents of cities achieve for the city schools. Four gentlemen have been employed in this capacity during the past year; namely, Mr. John Kneeland, Mr. E. A. Hubbard, Mr. George A. Walton and Mr. A. J. Phipps, to whose reports you are respectfully referred. Their experience as teachers, and their wisdom as counsellors, have made their labors exceedingly valuable. At the same time, their most earnest service can do little more than illustrate the importance of the positions they hold. Only about two-thirds of the territory of the State is nominally included in their aggregate fields of labor; while at least two years are requisite to enable them to canvass their respective districts. They assume no authority in the direction of the schools they visit, but counsel the teachers, aid in exigencies that may be pressing upon them, suggest improvements in their methods, and having consumed the day in such labors, they devote the evening to the discussion of educational topics before assemblies of teachers, committees, parents, and the general public.

In addition to the foregoing, they, in connection with the Secretary of the Board, are charged with the responsibility of arranging Teachers Institutes, in which several towns are

united. Here instruction is given by the Agents, assisted by teachers of the Normal Schools, the Secretary and members of the Board, the Director of Art-Education, and others, in methods of teaching, school management and discipline, and the rights and interests of both teachers and pupils. These institutes, continued from two to four days each, are substantially Normal Schools of short session, and are among the most efficient instrumentalities for the quickening of thought and the enlargement of views concerning the whole domain of school work.

These forms of labor, during the past year, have been attended with the happiest results. The Board deeply regret that after having held five institutes, and having arranged for several more, the failure of the anticipated resources compelled their suspension. Great confidence, however, is felt in recommending adequate appropriations for bringing these helps during the coming year within the reach of all.

It will be seen from the foregoing that the office of Agent of the Board calls for the ripest experience and amplest resource. In few situations can knowledge of human nature, personal address, and facility and accuracy in communication be regarded more indispensable. In no way, it is believed, can the interests of education in our Commonwealth be more certainly advanced than by further strengthening this arm of our service.

The deficiencies in our educational enterprises, which these means are intended in part to supply, demand our gravest consideration. It may well be questioned whether, in certain sections of the Commonwealth, the condition of public instruction during the last quarter of a century has been materially improved. Under existing circumstances, it is impracticable to place Normal graduates in more than a fraction of the school-rooms of the State; and although many able teachers are found without their ranks, there are very many more the employment of whom is a positive loss to the State.

The helps of which we have been speaking, though they accomplish much, necessarily leave far more to be accomplished. Could their efficiency be multiplied many fold, the short duration of the school terms and inadequate preparation of the teachers would still leave the educational harvest scant

and unsatisfactory. Far larger expenditures of money are imperatively called for, in order to command suitable talent and sufficiently protract the term of service.

In saying this, we by no means question the appreciation of educational advantages, or impugn the zeal and self-sacrifice of those on whom rests the responsibility of supporting these schools. In general, they tax themselves far more liberally in the interests of education than do the more favored portions of the Commonwealth. The discrepancy in this respect is marked. The per cent. of taxation for the support of schools in some sections where great deficiencies exist, is fifteen times that of other sections enjoying the highest educational advantages. It must not be forgotten that the education of her youth belongs to the State herself. She makes the laws in her capacity as a State. Why should she not in the same capacity execute them and furnish the requisite resources? The mobility of her population gives the State the same interest in the education of the youth of Berkshire as of Boston. With an average taxation of three and a third mills per dollar throughout the Commonwealth, why should some sections pay less than half a mill, while others pay more than seven mills and a quarter, and still secure far inferior advantages? Other States have adopted measures to remedy such inequalities, and have thus set a noble example for Massachusetts.

For information respecting the American Asylum, Clarke Institution, and Perkins Institution, reference may be had to their respective reports.

An event of signal importance to the cause of education in our Commonwealth remains to be stated. The excellent Secretary of the Board, Hon. Joseph White, after sixteen years of highly acceptable service, has tendered his resignation. As regards an acquaintance with the history and present condition of our institutions of public instruction, a knowledge of the various statutes bearing upon the same, and sincere devotion to educational interests, Mr. White has few, if any, equals. These qualifications, his long service in this field, and his identification for so many years with our Normal School enterprises, render the securing of a suitable successor a task of much difficulty.

This difficulty is enhanced by the resignation, also, of Rev. Samuel C. Jackson, D. D., as Assistant Librarian and Clerk of

the Board. For twenty-seven years has he been at his post, bringing to his work marked ability, faithfulness and untiring assiduity. He has been succeeded by Hon. Oliver Warner, for seventeen years the worthy Secretary of the Commonwealth.

The Board cannot close this Report without recalling to the attention of the Legislature the prospective needs of the Normal Art-School as regards a permanent building. Its present quarters, though far superior to those formerly occupied in Pemberton Square, are by no means such accommodations as its ultimate interests require. The first step towards a permanent home for the school is the procuring of a suitable site. The requirements of an art-school in respect to light and proximity to such treasures of art as the city may possess, greatly restrict the number of positions from which selection can be made. The Commonwealth has still at its disposal a lot which admirably fulfils the requisite conditions. The Board cannot but indulge the hope that the land at the south-west corner of Dartmouth and Boylston streets, may be set apart for this purpose.

ALEXANDER H. RICE, *ex officio*.

HORATIO G. KNIGHT, *ex officio*.

ALONZO A. MINER.

GARDINER G. HUBBARD.

WILLIAM RICE.

CONSTANTINE C. ESTY.

EDWARD B. GILLETT.

CHRISTOPHER C. HUSSEY.

HENRY CHAPIN.

JANUARY, 1877.



REPORTS OF VISITORS

OF THE

NORMAL SCHOOLS.

FRAMINGHAM.

When our last annual report was made the school was temporarily in charge of Miss Ellen Hyde, in place of Miss Johnson, who had then recently resigned the principalship. It was not supposed at that time, by Miss Hyde or ourselves, that her health would allow her to continue in the place permanently. The fact proved otherwise, however; and she was accordingly, by unanimous action of the Board, chosen principal, in March last. As she had long been connected with the institution as pupil and teacher, the appointment was an appropriate one to be made, and, as we anticipated, was fortunate and satisfactory. The school is in a pleasant and prosperous condition, and the new principal is zealous in its interests.

At the close of the winter term, Miss Edith W. Howe, who had been appointed temporary teacher of natural history, retired. At the close of the summer term, Miss Julia C. Clarke and Miss Sabrina Jennings resigned as assistants; also Miss Charlotte H. Osborn, as teacher of music. At the commencement of the fall term, Miss Maria S. Eaton, who was formerly a teacher here, but who left some three years ago to pursue her studies in Germany, resumed her place as teacher of chemistry. Within a few weeks she has resigned, having been appointed professor of chemistry in Wellesley College.

Miss Mary J. Studley, a graduate of the school when located at Newton, has been appointed in Miss Eaton's place. She will also teach physiology and the natural sciences. During the year, Miss Studley, who is M. D., delivered a course of lectures on physiology.

Miss Mary S. Thompson has given lessons in elocution, and is re-engaged for next term.

At the commencement of the fall term, also, Miss Mary L. Eastman, an experienced teacher, was appointed an assistant.

The teachers of French, during the year, have been Miss Lequin, Mr. Laland, and Miss Ladreyt.

Mr. F. W. Riley is now teacher of music in place of Miss Osborn.

Valuable addresses have been given to the school by Hon. Joseph White, on Government ; by Prof. A. Graham Bell, of the Boston University, on Visible Speech ; and by Mr. H. H. Lincoln, of Boston, on School Government.

The following statistics are furnished by the principal :—

The number of pupils admitted during the year 1875-6 :

First term, September 9, 1875,	51
Second term, February 17, 1876,	19
Total,	<hr/> 70
Average age,	17½ years.

Number in attendance :

First term,	127
Second term,	121
Number of different pupils during the year,	146

Number of graduates :

January, 1876,	14
July, 1876,	21

Residence of pupils—Massachusetts :

Middlesex County,	66
Worcester County,	39
Norfolk County,	9
Suffolk County,	4
Bristol County,	2
Hampshire County,	1
Franklin County,	1
	<hr/> 122

New Hampshire,	8
Maine,	4
Connecticut,	4
Vermont,	3
New York,	3
Pennsylvania,	1
Washington, D. C.,	1
	<hr/> 24
Total,	<hr/> 146

The boarding-building has been supplied with new mattresses and additional heating apparatus, and most of the rooms have been papered. The outside needs painting. We renew the suggestion made by us in a former report, that it is desirable that this building be enlarged to furnish increased accommodation for the scholars.

We hope that a substantial addition may be made to the library this next year by special appropriation.

C. C. ESTY,
C. C. HUSSEY,
Visitors.

JANUARY, 1877.

WESTFIELD.

The Board of Visitors of the Westfield Normal School are able to report the school to be in a flourishing condition.

The teachers are wholly devoted to their work, and having been long in their places, they have acquired the experience so necessary to successful Normal teaching.

The graduates of the school find ready employment, and by their modes of teaching and of school government, show the advantages of Normal training.

We have reason to believe that the Westfield School is doing a good work for the cause of popular education in Western Massachusetts.

The Report for the year ending June 29, 1876, is as follows :

The whole number in attendance during the past year is :

Ladies,	158
Gentlemen,	19
Total,	177

Of this number :

Hampden County furnishes	56
Hampshire County furnishes	28
Berkshire County furnishes	26
Franklin County furnishes	19
Worcester County furnishes	14
Middlesex County furnishes	2
Essex County furnishes	1
Suffolk County furnishes	1
New York furnishes	6
Vermont furnishes	7
Connecticut furnishes	7
New Hampshire furnishes	2
Florida furnishes	2
Pennsylvania furnishes	2
Maine furnishes	1

West Virginia furnishes	1
Kansas furnishes	1
Nova Scotia furnishes	1
Total,	<hr/> 177

Graduates—fall and winter term of 1875-6 :

Ladies,	14
Gentlemen,	0
Total,	<hr/> 14

Spring and summer term of 1876 :

Ladies,	29
Gentlemen,	2
Total,	<hr/> 31

Whole number of graduates :

Ladies,	43
Gentlemen,	2
Total,	<hr/> 45

Number in the entering class—fall and winter term of 1875-6 :

Ladies,	42
Gentlemen,	5
Total,	<hr/> 47

Spring and summer term of 1876 :

Ladies,	25
Gentlemen,	3
Total,	<hr/> 28

Whole number in the entering class during the year :

Ladies,	67
Gentlemen,	8
Total,	<hr/> 75

Average age of the entering class : Ladies, 18 years and 5 months ; gentlemen, 19 years and 5 months. General average, 18 years and 7 months.

Occupation of parents : farmers, 28 ; merchants, 8 ; mechanics, 12 ; manufacturers, 5 ; overseers, 3 ; agents, 6 ; laborers, 3 ; traders, 3 ; superintendents, 2 ; clergymen, 3 ; unknown, 2. Total, 75.

Number who received state aid—fall and winter term of 1875-6 :

Ladies,	36	
Gentleman,	1	
Total,	—	37

Spring and summer term of 1876 :

Ladies,	37	
Gentlemen,	0	
Total,	—	37

Whole number who receive state aid :

Ladies,	73	
Gentleman,	1	
Total,	—	74

At the close of the summer term of 1875, two of the teachers, Miss Elvira Carver and Miss Sara Tobie, resigned, to accept higher positions in another institution. They were accomplished and successful teachers, and their departure was a great loss to the school.

Miss Laura Harding was selected to fill the place left vacant by Miss Carver ; Miss N. Stone, a graduate of the school, was appointed to fill Miss Harding's former position ; and Prof. True, a graduate of the Boston Latin School and of the Wesleyan University, was elected to teach the Latin and Greek. These teachers are doing excellent work, and the school has been very fortunate in securing their services.

During the past year the Secretary of the Board of Education has given to the school several excellent lectures on Civil Polity, and on the History of Education in Massachusetts. The knowledge obtained was valuable, and it could not have been so well obtained from any other source.

Rev. A. D. Mayo of Springfield has visited the school several times during the year, and has given one address entitled, "Beauty in the School-room." His presence is always welcome to the pupils, who listen with interest to his teaching.

The school is under obligation to Mr. Albert Noble of Indiana for a donation of Western fishes ; to Mr. D. C. Rose of Granville, Mass., and to Miss Anna Brown of Jacksonville, Florida, for contributions to the mineralogical and zoölogical

cabinets. Mr. Scott and Mr. Diller have been untiring in their efforts in building up all the cabinets, until they now contain one of the finest school collections in the country.

The money appropriated for a new chemical-room has been expended, and the new room has been constructed and finished. The students in chemistry can now be trained to perform the experiments necessary to illustrate the subject, and they can prepare their topics so as to recite from their own experiences, rather than from the explanations made by the teacher.

The school-building needs to be thoroughly painted, within and without. To accomplish this, it will be necessary to obtain an appropriation of about one thousand dollars.

The good results secured by the boarding-hall are greater than we ever anticipated. Health, happiness, and success of all kinds pertaining to the Normal student's life, have been greatly increased by it, and now it seems to be a necessity to the school.

We believe the Westfield Normal School is successfully accomplishing the purposes for which it was established. Its teachers are faithful in endeavoring to give to their pupils a correct professional training, and its graduates are successful in exhibiting the results of this training in their school work.

WILLIAM RICE,
EDW. B. GILLET,
Visitors.

BRIDGEWATER.

STATISTICS FOR 1876.

Number admitted during the year :

First term—Gentlemen,	14	
Ladies,	22	
	<hr/>	36
Second term—Gentlemen,	19	
Ladies,	41	
	<hr/>	60
Total,		<hr/> 96

Average age on admission :

Gentlemen,	20 yrs. 9 mos.
Ladies,	19 yrs. 4 mos.

Number of pupils attending :

First term—Gentlemen,	49	
Ladies,	118	
	<hr/>	167
Second term—Gentlemen,	59	
Ladies,	110	
	<hr/>	169

Number in advanced course :

Gentlemen,	21	
Ladies,	18	
	<hr/>	39

Number of different pupils during the year :

Gentlemen,	70	
Ladies,	160	
	<hr/>	230

Residence of pupils admitted in 1876 :

Barnstable County,	5
Bristol County,	16
Essex County,	2
Franklin County,	1

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Middlesex County,	8
Nantucket County,	1
Norfolk County,	16
Plymouth County,	21
Suffolk County,	2
Worcester County,	3
Maine,	8
New Hampshire,	8
Pennsylvania,	2
Ohio,	1
Vermont,	2
Total,	<hr/> 96

Graduates during year :

First term—Gentlemen,	5
Ladies,	8
	<hr/> 13
Second term—Gentlemen,	5
Ladies,	24
	<hr/> 29
From advanced course, gentlemen,	4
Total,	<hr/> 46

Number of graduates of 1876 who have taught since graduation, is as follows :—

In Barnstable County,	4
Bristol County,	10
Middlesex County,	4
Norfolk County,	4
Plymouth County,	8
Worcester County,	3
Maine,	2
Connecticut,	1
New Hampshire,	2
Washington, D. C.,	1
Iowa,	1
Colorado,	1
advanced course of this school,	1
Kindergarten School, Boston,	1
Otherwise employed,	3
Total,	<hr/> 46

Whole number who have been admitted to school,	2,384
Gentlemen,	823
Ladies,	1,561
Whole number of graduates,	1,440
Gentlemen,	506
Ladies,	934

The Visitors, in their report of the school last year, stated "that hereafter none should be admitted, *even on condition*, who did not obtain at least fifty per cent. in the examination for admission." Notwithstanding the fact that about one-fourth of all who applied for admission during the year were rejected, the number admitted is nearly the same as in 1875. The average age of those admitted is one year and two months greater than that of those admitted in 1875. More than one-fourth of those admitted at the commencement of the last term entered upon the four years' course of study.

The number in attendance has been larger each term than in any preceding term. The number of different pupils attending is twenty more than last year.

The corps of teachers is the same as last year. A. G. Boyden, A. M., the principal, who has had charge of the school nearly seventeen years, is assisted by three gentlemen and five ladies, nearly all of whom have been connected with the school several years, and are thoroughly qualified for their work. The school now offers to its pupils a higher quality of teaching and a wider range of study than it has ever before presented.

The reports from superintendents and school committees concerning the work of its graduates, afford most gratifying evidence that the usefulness of the school is steadily increasing. The introduction of the four years' course of study has proved to be the most important step towards the elevation of the school. The number taking this course is constantly increasing, especially the number of young men, and the graduates from this course are teaching in the higher grades of the Public Schools.

The boarding-hall has been more than full the last term, several young men being obliged to find rooms outside and come to the hall for their meals. The hall has been in success-

ful operation, and is indispensable to the vigorous life of the school, which never could have grown to its present state without this home for the pupils.

Prof. Sanborn Tenney of Williams College has given a valuable lecture on the Scenery and Resources of the Western Part of the United States, and very profitable addresses have been given to the school by J. W. Dickinson, principal of the Westfield Normal School; Messrs. G. A. Walton and E. A. Hubbard, Agents of the Board of Education; Walter Smith, State Director of Art-Education; G. G. Hubbard, Esq., of the Visitors of the School; and Hon. Joseph White, Secretary of the Board.

The special appropriation made by the last Legislature for repairs and painting of the school-house, has been applied to that purpose by obtaining new blinds for the upper story and painting the exterior of the building two coats, at a cost \$75 less than the estimate for painting alone.

Respectfully submitted.

G. G. HUBBARD,

C. C. HUSSEY,

Visitors.

SALEM.

This school fully sustains the reputation it has long enjoyed. The calamity which threatened its welfare, in the early part of the year, through the call of its most excellent and efficient principal, D. B. Hagar, Ph. D., to the position of supervisor in the schools of the city of Boston, was happily averted; the Board being able to arrange for his continuance in its charge. This alone is an adequate guarantee of the character of the school. The principal, however, had been admirably sustained by a well-constituted corps of instructors, in whose ranks no changes occurred during the year covered by this Report and ending July, 1876, except those mentioned in our last.

At the opening of the term, beginning August 29, Miss S. Augusta Mayo closed her connection with the school, having, for nearly a year, rendered valuable service in the department of elocution. At the same time, Miss Mary B. Smith, one of the early graduates of the school, who had been for one year a highly esteemed member of the corps of teachers, resigned her position, and accepted an election to the principalship of a Normal School, recently established in Washington, D. C., for the training of colored teachers. Her place was filled by the appointment of Miss Mary E. Godden, who graduated from the school during the administration of Prof. Crosby, and who had formerly served with marked success as a teacher in the school.

An important addition to the teaching force was made at the opening of the current term, by the appointment of Mr. Isaac J. Osburn as teacher of chemistry and physics. Mr. Osburn's experience as a student for two years in the best German laboratories and as principal of the South Berkshire Institute, gives him rare qualifications for the post, which he is now filling very acceptably.

The principal reports that the teachers are working together with perfect harmony, and that nothing has occurred during the year to lessen the kindly feeling which has heretofore characterized their intercourse.

The following statistics are of interest :—

1. The whole number of pupils since the opening of the school, September 13, 1854, is 1,970.

The number connected with the school during the first term of the year, 246; during the second term, 229; number of different pupils during the year, 293.

Number admitted August 31, 1875, 76; average age, 17.61 years. Number admitted February 8, 1876, 46; average age, 17.56 years.

2. Of the 122 pupils admitted during the year, Lynn sent 26; Salem, 23; Lowell, 10; Danvers, 4; Beverly, Chelsea, and Stoneham, 3 each; Essex, Gloucester, Marblehead, North Andover, and Wenham, 2 each; Canton, Charlestown, Danversport, Dracut, East Boston, East Salisbury, East Somerville, Fall River, Georgetown, Greenfield, Hamilton, Jamaica Plain, Lawrence, Maplewood, Medford, Newtonville, North Reading, Norwood, Peabody, Somerville, Swampscott, Wakefield, Weston, and Wilmington, 1 each. The State of New Hampshire sent 8; Maine, 6; and Vermont, 2.

Of the 293 pupils connected with the school during the year, Essex County sent 184; Middlesex, 54; Suffolk, 16; Norfolk, 4; Bristol, 2; Franklin, 2; Worcester 1. The State of Maine sent 8; New Hampshire, 16; Vermont, 2; New Jersey, 1; Pennsylvania, 1; Virginia, 1; and Louisiana, 1.

3. The fathers of the pupils admitted during the year are by occupation, as follows: Farmers, 15; carpenters and shoe-manufacturers, 12 each; merchants, 6; machinists, physicians, and shoe-cutters, 3 each; book-keepers, brickmakers, butchers, cabinet-makers, commission merchants, engineers, laborers, masons, painters, and dealers in wood and coal, 2 each; agent of gas company, Artesian-well driver, baker, blacksmith, boat-swain in the navy, box manufacturer, calker, car builder, carder in cotton mill, carriage-maker, civil engineer, clothier, conductor of horse-car, constable, cooper, currier, depot-master, finisher of boots, grocer, inspector of customs, insurance agent, iron-founder, jeweller, lawyer, manufacturer, market-gardener, mechanic, morocco manufacturer, overseer, provision dealer, railroad agent, salesman, ship-carpenter, shipping clerk, station agent, storekeeper, stove dealer, superintendent of a horse railroad, tanner, tax collector, teacher, teamster, tinman, trader,

travelling agent, watchman, wholesale fish dealer, and yard-master, 1 each.

4. Of the class admitted in August, 12 had taught school; of the class admitted in February, 7 had taught school; total, 19.

5. Number graduated January 18, 1876, from the regular course, 32; and from the advanced course, 1; number graduated June 27, 1876, from the regular course, 35; and from the advanced course, 1.

Whole number of graduates of the school (42 classes), 900.

6. Number of pupils connected with the several classes during the fall and winter term: Advanced class, 22; Class A (senior), 37; Class B, 50; Class C, 50; Class D, 87.

Number of pupils during the spring and summer term: Advanced class, 15; Class A, 42; Class B, 47; Class C, 62; Class D, 63.

7. Thirty-four different pupils have received state aid during the year, and 28 have received aid from the income of the Bowditch Fund.

8. During the year, 14 volumes have been added by gift to the general library, and 395 by purchase to the text-book library.

The appropriation for the general expenses of the school for the year 1876, was \$12,500. The expenditures have been \$12,831.37.

During the coming year, the iron fence which stands on three sides of the school lot will need to be repainted. A fence of some kind is necessary on the south side of the school lot, next to the public alley, which runs between the lot and the adjacent graveyard. Experiments with a hedge, and also with a strong chain fence, have been unsuccessful, both having been speedily destroyed by depredators of the neighborhood. Nothing promises to endure but a substantial iron fence. The expenditure reported last year for strengthening the roof, appears to have fully accomplished its object.

A. A. MINER,
Visitor.

WORCESTER.

The Visitors of the State Normal School at Worcester submit the following Report :—

The results of the school have demonstrated the wisdom of its establishment in the community where it is located. The relations which exist between the teachers of the school and those interested in the cause of education in the city and county of Worcester still continue, are of the most pleasant character, and the Visitors are happy to state that, in their opinion, the school is doing its work faithfully and successfully.

The experiment has done much to demonstrate that a mixed school is of doubtful policy in this locality. In the first graduating class there was but one male graduate, and in the school of 105 members, all, with one exception, are females. The explanation of this is quite obvious to those who have considered the matter carefully. Although the Visitors are not prepared to recommend a change of the plan first adopted, they are quite confident such a change will be ultimately desirable. It was wise to try the experiment of a mixed school. If it had not been done, a prejudice might have been created against it. Unless the Visitors are greatly mistaken, the system will sooner or later be abandoned, and the school will be appropriated to the education of females.

The teachers of the school remain as reported one year ago, with a single exception. Mr. Michael J. Green, who had for a year and a half given instructions in drawing, resigned his position at the end of the summer term, to seek a wider field, and Miss Helen F. Marsh, a holder of "Certificate A" of the Normal Art-School, was appointed to fill the vacancy. She entered upon her duties at the beginning of the fall term, and is rendering very valuable service.

The first class, consisting of ten members, graduated, with interesting public exercises, on the 11th of July last. It was thought desirable, before presenting diplomas to the candidates, to test their attainments by an examination conducted by competent persons outside of the school; and the committee on teachers of the Worcester school board, by invitation, consented to perform this service, and, using their own standard, made a careful examination of each pupil. The result was their unanimous approval of the graduating class, who were all elected at the beginning of the ensuing term to positions in the Public Schools of the city of Worcester, where they are now doing acceptable work.

The experiment of securing practice in teaching by distributing the pupils in their senior year as assistants or apprentices in the Public Schools has been diligently followed up, and is believed to be of substantial value. It is a lighter burden upon the pupils' time than was at first apprehended, and the beneficial effects of the stern discipline it imposes are unmistakably apparent.

Another year of careful work and observation will, it is expected, furnish materials for a report which shall present details enough to enable those not in immediate connection with the experiment to judge of its value as a feature of Normal training.

The following persons have given valuable lectures before the school: Prof. Benj. F. Tweed, on Principles and Methods in Education; Prof. Hermann Krusi, on Pestalozzi; A. Bronson Alcott, on The Ideal in Education; Miss Elizabeth P. Peabody, on The Kindergarten; Supt. Albert P. Marble, on The School System of Worcester.

The reference and miscellaneous library has been increased by the addition of 301 volumes, making the whole number now in this department 839. In the text-book department, 767 volumes have been added to the 1,194 previously purchased, making the aggregate in this department 1,961 volumes. The whole number of books belonging to the school thus appears to be 2,800.

The books of reference are all kept in the main hall, and are so arranged as to be accessible to pupils and teachers at the

moment an occasion arises for their use. A knowledge of the best books and the ability to use them being an essential part of all sound education, we regard our library, small as it is, as one of the most important means of culture which the school affords.

Our illustrative apparatus has been enriched by many small, and a few important, additions.* The chemical laboratory has been fully equipped, and is now in excellent working order; while the departments of physics, physiology, geography, and drawing have been re-enforced by valuable instruments, casts, maps, etc., which need not be here enumerated.

The building has now been occupied two years and a half, and proves to be in all essential respects admirably adapted to the needs of the school. It is found to be ample, conveniently arranged, well lighted, easily warmed and ventilated; while its location, although elevated and somewhat removed from the centre of the city, is far from being so undesirable as was feared by many; indeed, it is believed by those who have most to do with the school that it could hardly have been placed in a more eligible situation.

The number of applicants for admission during the year was 76, of whom 54—a little more than 70 per cent.—passed the preliminary examination, and 45 of these entered the school. Their average age was 17.4 years. Six had previously taught school; 43 were residents of the county, and 29 of the city, of Worcester. Franklin and Middlesex counties sent 1 each.

The residences in detail are as follows: Ashby, Auburn, Blackstone, Gardner, Grafton, Leominster, Northbridge, Orange, Shrewsbury, Templeton, West Boylston, and Winchendon, 1 each; Oxford and West Brookfield, 2 each; Worcester, 29.

The fathers of the pupils are by occupation as follows: Grocer, steward, boarding-house keeper, physician, salesman, miller, 1 each; laborers, 3; farmers, 7; mechanics, 19; no occupation reported, 10.

The whole number of pupils admitted since the opening of the school in September, 1874, is 167. Of these, 10 have graduated, 52 have withdrawn for various reasons (some temporarily), leaving 105 now in attendance, distributed into four classes, as

follows : first class, 23 ; second class, 32 ; third class, 21 ; fourth class, 29.

Among the causes of withdrawal, the three most prominent are poverty, infirm health, and lack of capacity. The last especially deserves consideration. The most difficult and trying duty of the principal and teachers, is that of sifting out pupils who give too slight promise of ever being able to contribute to the improvement of the present quality of public instruction. It is evident that *inferior* teachers are already numerous enough, and it ought to be assumed that Normal Schools are sustained for the purpose of raising the standard of their qualifications, not of simply adding to their number. Should we not, therefore, seek pupils possessing firm health, sound purpose, fine spirit, superior talents, and at least a respectable elementary education, and encourage only such to prepare, at the public expense, for an office whose importance and responsibility we are accustomed to magnify?

There is much complaint of incapable teachers in our Public Schools. It is a common remark, that only a small proportion of teachers are fit for the work they have undertaken. One way to remedy this is to exercise severer discrimination in the bestowment of the diplomas of Normal Schools. It is true, that in so doing we have to disappoint a natural desire in the community to see large numbers of pupils and graduates ; but only in this way can we meet the wiser demand for teachers of a higher order.

The Board of Visitors has encouraged the idea of keeping up the standard of excellence of the graduates of the Normal Schools, with the conviction that in this direction must be found the best reason for their establishment and the surest guarantee of their success.

The Visitors of the school are happy to express their confidence in its management and discipline. When the instructors believe in each other, the pupils believe in the instructors, the parents are satisfied with the progress of the children, and the community as represented by its best educators has faith in the purposes and methods of the school, there seems to be little to be added by the Visitors. Having watched the progress of the institution with intense interest from the time of its estab-

lishment to the present time, they consider it a fortunate circumstance that they are able to be so well satisfied with the experiment, and that they can so cheerfully commend to the care of the State and the patronage of the parents and guardians of those wishing to become teachers, the Worcester Normal School.

HENRY CHAPIN,
WILLIAM RICE,
Visitors.

WORCESTER, January, 1877.

FOURTH ANNUAL REPORT

OF

THE BOARD OF VISITORS

OF THE

MASSACHUSETTS NORMAL ART-SCHOOL.

1877.

MASSACHUSETTS NORMAL ART-SCHOOL, BOSTON.

The work of this school has been progressing steadily during the past year, and in this, the fourth year of its existence, has the four classes into which its work is divided, in successful operation. The curriculum of study is designed to occupy four years of time, though many students who give only a part of their time to study, would be unable to complete the course in that period. Several who are now in the fourth year of their attendance will only complete their third group at midsummer next. These are in every case teachers of drawing, who do not on an average devote more than half of their time to practice in or out of the school, the remainder being occupied in teaching drawing in Public Schools or classes in Boston or elsewhere in Massachusetts. A large majority of the special teachers of drawing employed in the Public Schools of the State either have been, or are now, students of the Normal Art-School, whilst all the teachers of drawing in the State Normal Schools have received instruction at the Art-School.

Thus the school is beginning to make its influence felt over a broad area, and every year must increase this influence.

The hope expressed in the last report of the Visitors, that all the classes might be concentrated in one building, has been fulfilled by the removal of Class C from Pemberton Square to School Street, though no special room has been provided for the class. Temporarily, the students have been put to work in the rooms of Class A, though it has been at some inconvenience to both classes.

The organization of Class D, at the beginning of the civil year, enabled the school to display at the Centennial Exhibition at Philadelphia, a complete illustration of the subjects of study pursued in the school during the four years' course in its four classes; and this formed a fitting climax to the full exhibition of

industrial drawing as carried on in Massachusetts, which, beginning at the lowest classes in Primary Schools, displayed specimens of every subject taught in every grade or class in Primary, Grammar and High schools, in the Free Industrial Evening Classes, and finally in the classes A, B, C, D, of the State Normal Art-School.

The preliminary exhibition of this collection in Boston before its departure to Philadelphia, was attended by crowds of visitors, counted as they passed the doors, amounting on the three days the exhibition was open, to 30,266 persons.

The collection was also largely visited at Philadelphia, where it was regarded as the only complete art-educational exhibit in the buildings.

It is believed that great improvements have been accomplished during the year in the arrangement for instruction in the school. In classes A and B, five days of instruction per week are given, instead of three as before, and three additional instructors have been engaged. This has been done without an addition to the cost of instruction, whilst the influence of additional teaching given to the students is most marked in the improved character of their works.

The school is not yet provided with paintings and original works of art to supplement the instruction given, but the Trustees of the Fine Arts Museum have generously placed free tickets of admission at the use of all students of the school, and the valuable works of art, both fine and industrial now in the Museum, will be available for study by the students,—a precious boon to them, that cannot be overestimated. The Visitors think this action of the Board of Trustees of the Fine Art Museum, merits the thanks of both the friends of art-education and the public.

Though the works of art belonging to the school are not numerous, a contribution of some of nature's most beautiful works is supplied weekly by Mr. Henry F. Durant of Wellesley College, who kindly sends a box of the choicest flowers and foliage from his conservatory, for the painting and designing exercises of the students.

The movement in favor of industrial art-education, commenced by legislative enactments in 1870, in this State, has been spreading widely into other States, and the economic importance of

the measure is now being generally recognized. From all sides, we hear of determined action by school boards and educators to have drawing taught in the Public Schools as a safe-guard to our manufacturing industries, and the testimony of the most distinguished school-men points to our action here as conclusive. Thus, recently, Mr. Harris, superintendent of schools in St. Louis, says :—

“That State (Massachusetts) will soon stand in the very first rank among industrial peoples for the tasteful ornamentation of its manufactures. In this respect, St. Louis, which outranks other Western cities in the variety and aggregate value of her manufactures, aspires to emulate Massachusetts, and therefore regards all money expended in industrial drawing as an investment that will return a hundred-fold to the wealth of the city through the increased value of her products.”

A recent deputation from the British Provinces, charged to examine into the best plan of industrial drawing in the United States, visited all the great cities of the Union, and among other institutions the Normal Art-School of Massachusetts. Returning to Canada, they reported that the work proceeding from the Normal School of Massachusetts was the most complete success found in the United States, and they recommended the adoption of the Massachusetts system in all the British Provinces.

It is only just to ourselves to remember that, whilst some criticise our methods, outsiders, who are on the search for a sound system of art-education, all turn their faces to Massachusetts and say they find it here.

If this is the case now, in our infant stage of development, we should be encouraged to go on and have faith in the future. The Normal Art-School, as it progresses and supplies all our cities and towns with accomplished teachers of industrial art, will be the centre of an important influence, having no less an object than the transformation of a nation of inartistic people into an art-producing people, whose skill and taste in manufactures shall in the not distant future be the safe-guard of society and the admiration of the world. For let it be remembered that art and scientific skill are the signs of civilization and the sources of national wealth, and that these are only to be achieved by education.

Though the condition of the school is eminently satisfactory

under the circumstances, it must not be forgotten that its complete development will be retarded until a building adapted for all the different branches of study shall have been erected. This alone will enable the State to reap the full advantage of its past work in organizing a corps of instructors and a scheme of industrial education.

The following is the number of students attending the school from January, 1876, to midsummer, 1876 :—

CLASSES.	Ladies.	Gentlemen.	Totals.
Class A,	172	101	273
B,	26	12	38
C,	4	17	21
D,	5	10	15
Totals,	207	140	347

Number of fresh students admitted since midsummer up to December 31, 1876 :—

CLASSES.	Ladies.	Gentlemen.	Totals.
Class A,	44	21	65
B,	19	4	23
C,	1	2	3
D,	—	4	4
Totals,	64	31	95

Total number of persons taught during the year 1876 :—

CLASSES.	Ladies.	Gentlemen.	Totals.
Class A,	216	122	338
B,	45	16	61
C,	5	19	24
D,	5	14	19
Totals,	271	171	442

Out of the 442 students, 347 were in the school before midsummer, and 95 between midsummer and Christmas. One-half of the students are residents of Boston, ten from other States; namely, three from Vermont, and one each from New York, New Jersey, Ohio, Minnesota, Rhode Island, Maryland and Pennsylvania, and the remainder from Massachusetts.

The appropriation for the support of the school for the year 1876, was \$13,250. The actual expenditure, exclusive of incidentals, has been \$15,048.37.

A. A. MINER,
G. G. HUBBARD,
HENRY CHAPIN,
Visitors.

JANUARY, 1877.

FIFTH ANNUAL REPORT

ON THE

PROMOTION OF INDUSTRIAL ART-EDUCATION

IN MASSACHUSETTS.

R E P O R T .

To the Members of the State Board of Education.

GENTLEMEN :—Although this centennial year has not been marked by any especial feature or new experience in the promotion of industrial art-education in this State, it has given us the opportunity, by a systematic display of results already achieved, to see what is the true character of the movement.

The International Exhibition at Philadelphia, though conspicuously neglecting in all arrangements the one great boast and pride of the country, viz., its education, did place at the disposal of educators several small apartments at the side or end of the main building, approached by so many stairs that ordinary exhibitors would not have their products concealed there. These having been rejected by business exhibitors on account of their inaccessibility, were placed at the service of education, but at so late a period that no estimate could be formed of the nature and amount of display the space allotted was capable of accommodating. As a consequence, the educational exhibit, taken as a whole, was that which was least seen and made the slightest impression on the visitors.

The task intrusted to me by the Board of Education, viz., to see that the subject of industrial art-education as taught in Massachusetts should be illustrated as well as the circumstances would allow, occupied much of my time during the early part of the year. The annual exhibition of drawings from the day and night schools of the State, usually held at Boston in Horticultural Hall about the middle of May, was this year held in March, and was regarded as a preliminary to the exhibition at Philadelphia. A board of judges, consisting of C. C. Perkins, W. R. Ware, C. A. Barry, O. Fuchs, and myself, was appointed by you to select representative works from all the grades of schools and classes to form the state exhibit at the Centennial Exhibition, which service was performed by it, and thus the works sent were such as might fairly be considered representa-

tive. It was the unanimous opinion of the judges that the progress displayed, both in the character and quality of the exercises, was as marked and as great as in any preceding exhibition over that which it succeeded.

The amount of public interest displayed in the exhibition was so general that 30,266 persons visited the collection in three days, and during a portion of the time a large number were unable to gain admission, from the crowded condition of the halls.

The most original feature of the collection was a complete exhibit of the four years' course of studies, pursued in the Massachusetts Normal Art-School, and it awakened the deepest interest in the public mind. For the first time a systematic course of art study, embracing all branches of educational practice, was displayed in this city, with the somewhat unique characteristic that almost every example of which it was composed was the first attempt in each branch of the student who produced it. The works, therefore, illustrated a course of study and laid no claim to be works of art, and this is a distinction which should always be remembered in the examination of such exhibitions. So considered, the collection appears in strange contrast with the first exhibition of drawings held in 1872, and the State ought, I think, to be willing to be judged by it.

The general teaching of design in the Public Schools and evening classes of the cities and towns participating in the exhibition, was one of the most decided evidences of progress displayed. This is a result which should grow out of any scheme of education, viz., the development of originality, and the instruction in this branch of drawing now being given in so many places, will bear fruits a hundred-fold, both educationally and industrially.

To show how generally the different localities took part in the state exhibit of industrial drawing at Philadelphia, the following table of its contents is submitted:—

Drawings Selected from the State Exhibition, held in the Horticultural Hall, in March, 1876, for the Centennial Exhibition at Philadelphia.

BOSTON,	Primary School,	6 frames, containing	72 drawings,
	Grammar School,	24 “	192 “
	High School,	22 “	126 “
	Evening School,	41 “	82 “

And thirteen portfolios, containing several hundred drawings.

NEWTON, . .	Primary School, .	2 frames, containing	24 drawings,
	Grammar School, .	2 " "	16 "
	High School, .	7 " "	42 "
	Evening School, .	3 " "	6 "
And one large portfolio.			
NEW BEDFORD, .	Primary School, .	1 frame, containing	12 drawings,
	Grammar School, .	4 frames, " "	32 "
	High School, .	1 frame, " "	6 "
	Evening School, .	4 frames, " "	8 "
And one portfolio.			
SALEM, . .	Primary School, .	2 frames, containing	24 drawings,
	Grammar School, .	2 " "	16 "
	High School, .	1 frame, " "	6 "
	Evening School, .	3 frames, " "	6 "
And one portfolio.			
CAMBRIDGE, .	Grammar School, .	3 frames, containing	24 drawings,
	Evening School, .	12 " "	30 "
And one portfolio.			
SOMERVILLE, .	High School, .	1 frame, containing	4 drawings.
GREENVILLE, .	High School, .	2 frames, containing	6 drawings.
LYNN, . .	Evening School, .	2 frames, containing	4 drawings.
LOWELL, . .	Primary School, .	1 portfolio.	
	Evening School, .	15 frames, containing	40 drawings.
FALL RIVER, .	Primary School, .	1 portfolio.	
	Evening School, .	3 frames, containing	6 drawings.
TAUNTON, . .	Primary School, .	2 portfolios.	
	Evening School, .	11 frames, containing	22 drawings.
HAVERHILL, .	Evening School, .	1 frame, containing	2 drawings
NEWBURYPORT, .	Evening School, .	1 frame, containing	1 drawing.
LAWRENCE, . .	Evening School, .	2 frames, containing	2 drawings
WORCESTER, .	Grammar School, .	6 portfolios.	
	High School, .	2 "	
	Evening School, .	1 portfolio.	
HOLYOKE, . .	Evening School, .	2 portfolios.	
NORTHAMPTON, .	Evening School, .	1 portfolio.	
PITTSFIELD, .	Evening School, .	1 portfolio.	
ADAMS, . .	Evening School, .	1 portfolio.	
FITCHBURG, .	Grammar School, .	} 1 portfolio.	
	High School, .		
EASTHAMPTON, .	Grammar School, .	} 1 portfolio.	
	High School, .		

GROTON,	.	.	Grammar School, .	}	1 portfolio.
			High School, .		
HINGHAM,	.	.	Grammar School, .	}	1 portfolio.
			High School, .		
CLINTON,	.	.	Grammar School, .	}	1 portfolio.
			High School, .		

MASSACHUSETTS NORMAL ART-SCHOOL:

Class A,	24 frames,	containing 48 drawings,	and 6 portfolios.
B,	18	"	" 36 " " 4 "
C,	12	"	" 12 " " 1 portfolio.
D,	9	"	" 10 models.

Total: 241 frames, containing 917 drawings; and 51 portfolios, containing many thousand drawings.

For this exhibition of drawings, the Normal Art-School received the recognition of a medal and diploma, and though this is not much of a distinction, remembering how such awards were made, broadcast to all, it is some satisfaction to know that the Normal School has never yet exhibited its works without receiving the highest award offered for such works.

As the years progress, the character of the duties performed by me for the State must necessarily change. Thus, during the first two years of my engagement, my efforts were almost confined to visiting the different cities and urging them to comply with the law of 1870, having reference to the adoption of industrial drawing in day and evening schools. As the different localities fell into line and endeavored to provide this instruction, the need of teachers was felt, and then came the task of organizing, in a very modest manner, the Normal Art-School. As year by year added new classes and increased the responsibility of directing the studies, the school has occupied much of my attention. Now it appears to be on a permanent basis, requiring only the watchful care of experience to keep it steadily at work, I hope to be able to give some time to the Normal Schools of the State, which must be considered as the most immediate sources of improvement, in drawing, for the day schools.

Respectfully submitted.

WALTER SMITH.

JANUARY 1, 1877.



REPORTS OF AGENTS.

REPORT OF ABNER J. PHIPPS.

To the Board of Education.

GENTLEMEN :—There is much in the work of an Agent which cannot conveniently be reduced to a statistical form, yet making great demand upon his physical and mental energies, and occupying much of his time. The following is a brief summary of that portion of my work which can be thus presented :—

Visits to towns to inspect schools, lecture, confer with committees, arrange for institutes, etc., 120. Different towns visited, 69 ; of which 40 are in Middlesex County, 8 in Bristol, 5 in Barnstable, 5 in Plymouth, 7 in Essex, 3 in Suffolk, 1 in Norfolk. Visits to schools, 427. Visits to Normal Schools, at public examinations, 5 ; at examinations for admission (by request of Visitors), 3 ; at other times, 3. Attended the dedication of three school-houses, and conferred the diplomas upon the graduating classes at two High Schools. Attended 5 teachers' associations and conventions. Made arrangements for two institutes in the eastern part of the State, to be held later in the fall than those in the western and central counties ; but these had to be given up, as the money that could be used for institutes was exhausted. For this reason, no institutes have been held under my direction during the year, excepting the one in Lexington, in January, which was included in my last report.

In the early part of the year, and occasionally since, my visits were made to the "Old Colony," which was my more particular field of labor last year ; but, living in Middlesex County, after conferring with the Secretary, it was deemed expedient for me to visit the towns in that county, with the exception of two in the north-western and five in the extreme southern part, which, from their locality, formed portions of the districts assigned to Messrs. Hubbard and Kneeland. As there are fifty-four cities and towns in the county, it left forty-seven to be visited by me.

Forty of these I have visited, spending from one to three days in each, according to the number of villages and schools, and the local needs. My school visitations have been much more satisfactory to me the last year than previously, when I was the only Agent to render this service for the whole State, with the exception, for the three preceding years, of the extreme western counties, which had been assigned to Mr. Walton. With the present limited territory to be visited, although the labor is no less, yet it can be concentrated upon a small number of towns, comparatively, and by remaining in each town long enough to visit all its schools, and at each visit spending from one to three hours in each school, holding meetings of the teachers, and giving public lectures, when local circumstances favor it, the work can be more satisfactorily performed. In my visits to the schools, my custom generally is to have the teacher conduct each recitation in her usual way, for about half the usual time, so as to show her method of teaching, etc., and I then occupy the rest of the time in such a way as the circumstances may suggest, by questions, remarks, etc., of a *suggestive* character; and after a few such exercises, I address the school for about a quarter of an hour. Sometimes, if there are several schools in the same building, they are brought together in the large hall, and I address them collectively on topics suggested by my visits to the schools, my conferences with the teachers and committees, my examination of the school registers, etc. I also, privately, make such suggestions to the teachers in regard to methods of teaching, discipline, condition of the school-room and premises, and other matters, that I do not wish the children to hear, especially if they are not of a complimentary character. However unfavorable at times may be my impressions of any school visited, I carefully avoid saying or doing anything that may tend to lessen the regard for, and confidence in, the teacher, which the children should always cherish. I generally send, some days previously, a notice of my intended visit, and then the superintendent, chairman, or some member of the committee usually accompanies me, and often two or three do. In one instance four members of the committee went with me for two days in visiting all their schools.

When prior engagements have not prevented, I have gladly complied with the request of school committees, outside of the

districts assigned to the Agents, to visit their towns and render any educational service they desired,—sometimes to take part in the dedication of a school building, sometimes to assist in the public examination of schools, and address the parents and citizens present, or to confer the diplomas upon graduating classes.

As my labor, during the year, has been chiefly in Middlesex County, I will briefly present some statistical facts bearing upon the educational interests of this portion of the Commonwealth.

In population, valuation, number of children between five and fifteen years of age, number attending school, and amount expended for school-houses, it is excelled only by Suffolk County.

In the number of teachers employed (1,467,—1,309 females and 158 males), it takes the lead of all the counties.

It employs a greater number of "teachers from Normal Schools" (323), and a larger percentage of such (.22) than any other county.

It also maintains more High Schools. It has forty High Schools in thirty-eight of its fifty-four towns, employing in them one hundred and fourteen teachers, and paying to the *principals* an aggregate salary of \$58,447. More than half of these towns pay the principal a salary of \$1,800 and upwards. Eleven pay \$2,000 and upwards. Four pay from \$2,500 to \$4,000. Eleven of these thirty-eight towns which maintain High Schools are not required by statute to do so. One-fourth of the towns employ a superintendent of schools, five of whom receive salaries from \$1,800 to \$3,000.

In addition to the provision so liberally made by this county for the support of its *Public Schools*, in nearly every respect giving it the foremost rank, there are in the county ten incorporated Academies, fifty-one Private Schools, two Colleges, four Theological Schools, and a large number of free public libraries, thus meeting the varied intellectual wants and tastes of all classes, and affording educational advantages seldom, if ever, equalled, and perhaps unsurpassed by any other similarly situated portion of our country.

And yet, I am sorry to add to this so creditable an exhibit, the sad fact that, according to the recently published "Census of Massachusetts" (Vol. I., p. 665), of the 77,550 persons in the State over ten years of age who "can neither read nor write"

(70,730 foreign born, and 6,820 native born), there are in Middlesex County 10,736, of whom 688 are "native born." I fear that this statement is a reliable one.

In regard to statistics, however, to which my attention has been a good deal directed, I have learned that they are often, unintentionally no doubt, very deceptive. Take for example a single item. I wish to institute a comparison in respect to the "number of schools." From the fact that Middlesex County has a greater population, and 10,000 more school children than Worcester County, one would naturally infer that the former has a greater "number of schools," and I have no doubt of it. I turn to our statistical tables, and cull the following statements: Worcester, 9,666 different scholars; 180 different teachers; 151 schools. Cambridge, 9,411 different scholars; 201 different teachers; 28 schools. Lowell, 7,858 different scholars; 131 different teachers; 70 schools; and so on. From this it appears that Cambridge, with 21 more teachers than Worcester has, and only 255 fewer scholars, reports less than one-fifth the "number of schools"; while Lowell, with 70 fewer teachers, and 1,553 fewer scholars than Cambridge, reports 42 more schools, and 81 fewer schools than Worcester. Until it is more clearly determined what constitutes a "school" in the returns to be made to your Board, there can be no comparison made in this particular. And so with several others.

I find many and often great discrepancies between the statistics of our annual report and those of the recently published "Census," covering the same educational ground. For instance, by the "Census," it appears that in one of the towns in Middlesex County, recently visited by me, there were only eleven "above fifteen years of age" who "attended school at least three months, during the year ending May 1, 1875." By the return of the school committee to your Board, and given in your report, there were seventy-three, almost seven times as many. In a single one of the schools in that town, in an outlying district, I found eight above fifteen years; in some of the other schools about the same number, and in the High School more than forty. The present secretary of the school committee, who accompanied me in my visits, and who was the "enumerator" for the Census, told me that the age of those now attending school does not differ materially from that of the pre-

ceding year, and he could not account for such a discrepancy. A comparison of similar statistics in respect to several other towns shows similar differences, sometimes quite great. Is there not need of some legislative action to secure uniform and reliable information on these and kindred points?

Since my first visits to the towns of Middlesex County, nearly ten years since, great progress has been made, in the great majority of them, in almost everything relating to their schools. Most of the towns have very excellent school buildings, with excellent furniture, good blackboards, and in many other respects are quite well equipped. The means of heating are generally good, and for ventilating as good as, perhaps, could be expected from the general ignorance on this subject. During the past year several towns in this county have erected school buildings admirably adapted to school purposes, some of which may well be considered models, and are worthy of examination and imitation by those to whom is intrusted the erection or remodelling of school buildings. Among these I would mention the Center Grammar School-house in Malden, of which that town may justly be proud. It is an exceedingly substantial, commodious; and convenient brick edifice, a modernized Gothic structure of two stories and a French roof, and about as complete in all its arrangements as could be desired. Its system of ventilation seems to be perfect, and its mode of heating ingenious and complete. There are fourteen school-rooms in the building, and a spacious and elegant exhibition hall, capable of seating comfortably nearly a thousand persons. The building alone cost about \$51,000, and the entire cost of land, building, etc., \$90,000.

A Primary School-house has been erected in Lowell, equally worthy of commendation and examination. The cost of the building was about \$32,000. It is by far the best Primary School-house in that city, and the citizens are very proud of it. Including the basement and the Mansard roof, it is four stories high. All the rooms, from the basement to the roof, are spacious, well arranged, ventilated and lighted, heated by steam conducted through pipes around the room, and well furnished. A hall occupies all the room on the third floor, except that taken up by stairways and landings.

Two other cities in this county, Cambridge and Newton, have

also erected very excellent school buildings during the year, one in the former costing \$33,500, and one in the latter, \$25,000. Buildings for a smaller number of scholars, and worthy of examination by those interested in such matters, have been erected during the year in Winchester (\$11,600), Woburn (\$8,000), Wilmington (\$1,500), and Westford (\$5,500). I should be glad to give full descriptions of these buildings, for they are deserving of it, but as, by request, my Report must be brief, I cannot do so. Many of the other towns expended money quite liberally in repairing, enlarging, and remodelling their school-houses. Only six of the fifty-four towns were at no expense for this purpose. Adding to the valuation of the Public School-houses in Middlesex County in 1874, only the amount expended in 1875-6 for *new* buildings (\$209,493), and the present valuation is \$3,928,168.

Of several matters relating to the conduct and management of the schools, which have come under my observation during the year, and of which it might be expected that the Agent would speak, I must, for the reason stated above, forbear to speak. I will only, in closing, say, that in several of the towns visited, the committee are exceedingly remiss in providing anything beyond the permanent fixtures of the school-room.

I regard the following as almost indispensably necessary for the proper equipment of every school-room: Blackboards in sufficient quantity, and suitably located; a clock; a thermometer; a numeral frame; arithmetical charts; reading charts; and, also, for schools above the Primary, an unabridged dictionary; a gazetteer of the world; a gazetteer of Massachusetts; a map of the world; a map of the United States; a map of Massachusetts; a map of the county, and also of the town, if one has been printed. Other things could be mentioned as very desirable, and which, in addition to the above, I find in many schools. I have found many schools in some of the towns I have visited destitute of all the above-named articles, excepting blackboards, or apologies for them, and to the entire absence of door-scrapers and entry-mats was to be attributed the dirty and repulsive condition of many school-rooms. Such deficiencies, and the evils growing out of them, should be remedied by the school committees, and to a considerable extent they have the means of doing so, without any special provision by the

town. I wish to call attention to the fact, that thirty-seven of the fifty-four towns in Middlesex County did not spend *any* of the money received from the state school fund for "apparatus and books of reference." Of \$12,200 received from this source the last year by the towns in this county, only \$754, or $6\frac{1}{5}$ per cent. was expended in the way that the statute seems to *require*, or by inference to *expect*, that 25 per cent. shall be expended.

Respectfully submitted.

ABNER J. PHIPPS.

DECEMBER 30, 1876.

REPORT OF GEORGE A. WALTON.

Gentlemen of the Board of Education.

In compliance with your request, I submit a brief report of work for the year ending December 21, 1876. This consists of visits to towns, the conduct of Teachers' Institutes, the preparation of Centennial Reports on the Normal School at Westfield, and on the Academies of the State.

VISITS TO TOWNS.

Having employed a large amount of time in collecting the matter, and in the preparation of the historical and statistical reports referred to above, I have necessarily made fewer visits than usual to the towns and schools.

I have visited 218 schools in twenty-nine towns, and made twenty-one public addresses on educational topics. In these visits, I have pursued the same general course as heretofore,—teaching in the schools in the presence of teachers and committees, holding meetings of teachers for instruction and conference, and of the people for lectures and discussion of the general subject of education.

My visits have, in general, confirmed the impressions previously made of the schools. After allowing for the peculiarities of individual teachers, and the circumstances of special localities, one is struck by the marked differences in the schools of the same town, and still more by the differences in the schools of different towns.

Buildings.—In some towns, the buildings are neat, commodious, and well adapted to the purposes of the schools; they are located with due regard to the comfort of the occupants at different seasons of the year; they are protected alike from searching wintry winds, and from scorching summer heats: in all respects, they have kept pace with the times. In others, they

present nothing to remind a centennarian—should he visit them—that he is not still in his childhood; they stand at the corners of the roads, upon the very pinnacle of the bleakest hill-top, black and shapeless without, dingy and offensive with pestilent odors within, having for desks planks sloping from the walls, with carvings not simply of fly-traps and initials, but with devices to excite the lowest passions of the passing generations which occupy them,—with inadequate and illy arranged lighting, not a curtain within, not a tree for shade without, and with outbuildings, if any remain, which shock every principle of morality and decency.

These dilapidated old hulks are, I am happy to say, fast disappearing by the abolition of districts, and the substitution of buildings more in accord with the almost palatial residences and public edifices by which they are occasionally surrounded.

Apparatus.—If possible, the disparity in the apparatus for teaching is greater than in the buildings, for no school is a school without a building of some kind; yet, while some schools have all the apparatus of curious and ingenious construction for illustrating chemistry, physical science, etc., with specimens of natural objects for all the departments of natural history, with manikin and physiological models, with preserved specimens of the organs of the human body, others are absolutely barren of the most necessary appliances for aiding the work of teacher or pupil. The blackboard, the only sign in many schools that the thought of apparatus had ever entered there, has grown so gray that it puts on a derisive air, in accord with the smile of the pupil and teacher, at the very attempt of the Agent to make it serve the purpose of illustration; and the attempt, if made, is sometimes baffled by the absence of crayon, of index, or eraser. In this respect, the admirer of the school of half a century ago could have his heart's desire in quite a number of schools still extant.

Attendance.—It is reasonable to demand that the attendance upon school shall reach a certain per cent.; somewhere from 85 to 95. Schools in some towns attain to this, even reaching the higher number, while others sink to 70 per cent., and lower. After making all necessary allowance, here is a difference more easy to account for than to excuse. Habits of punctual attendance are at once the means and the index of efficiency in a school.

Teaching.—If the aphorism, "As is the teacher, so is the school," is applicable in the admirably supervised schools of Germany, how much more must it hold true where the management and teaching are left so largely in the hands of the teacher, as with us? We have among us schools which may pass as types of everything that belongs to good teaching; where the teacher studies to make every lesson contribute not only to growth in knowledge, but to development of mind, to the building up of the spirit and love of truth, to the formation of the highest character through investigation, study and recitation; where the teacher holds himself responsible to give and secure a model of right methods of teaching and recitation, and to be himself a model in every word and action.

We may not go far to find others which are illustrations of everything which is not characteristic of a good school, where the exercises are a mere round of memorizing and repetition of words, words, words! So many pages, so much progress. Though the number of the children may be counted on the fingers of the two hands, the classes are counted by scores; and with these the time is frittered away, and results are shown in conceited ignorance and ridiculous superficiality.

Such are some of the contrasts apparent in the schools. What is the cause?

We cannot seek for a cause certainly in the difference of natural ability of the children, teachers, or parents; neither can it rest wholly in the appreciation or want of appreciation of the benefits of education in the different communities. The cause lies chiefly in the difference of the supervision of the schools.

Committees.—Some of the towns are fortunate in securing for committees persons who devote their energies to the school interests; men or women of peculiar fitness for the office; persons of leisure, of culture, of ability, of experience. If all these qualities are in one, and he a superintendent, the results sure to follow are suitable appliances for teaching, good teachers, and a public sentiment which secures interest in the schools and all needed sacrifices to give them the greatest efficiency. If, on the other hand, persons without these qualities hold the important office of school committee, the result is quite likely to be a failure in the schools; for though the teacher makes the school, the committee provides the teacher, and the school helps to

make the public sentiment, which, in turn, determines the appropriations and other necessary conditions. The difference of supervision is thus the prime cause of the differences in the schools.

District System.—But I count the district system, which still retains a hold upon many of the towns in this part of the State, to be the greatest hindrance to a uniform advancement of the schools. With no valid argument in its favor, the fruitful source of evil, and liable to that continually, it illustrates the almost sacred regard the people have for the opinions and interests of individuals. But for this, no authority for such a system could remain upon the statute-book a single year. Not all towns without the system uniformly have good schools, or schools equally good; nor have all with it uniformly or equally poor ones. But the contrasts in the schools are most marked where this system prevails.

To condemn the system, no more need be said than that one party, to wit, the town, provides the means, raises the money to carry on the school, and another, to wit, the district, spends it; or, again, that one party is authorized to contract for a teacher whom another is prerogated to reject if deemed incompetent, but often virtually constrained to approve, and having approved, bound to treat with leniency whatever the failures, from a certain feeling of self-respect.

General Board.—School committees are almost unanimous in condemning this paralyzing system; large numbers of them feel their own inability to do justice to the schools even with this disability removed; they would gladly be restricted to a select body of candidates for teaching, and have their schools subjected to a somewhat uniform course of study, and to examinations approved by educational experts.

But I will not enter into details. Without disturbing the relations which the towns hold to the schools, by which they have a feeling of responsibility for their maintenance, and a just pride in their achievements, it would seem that there should be an authority competent to inspect all the schools and secure to all methods which have approved themselves on trial; it would seem that this authority should be competent to apply the test of qualifications to those who teach, to the end that the

State may secure to all her citizens that kind and amount of culture which shall best fit them for good citizenship.

With such authority as indicated, and with other necessary means of making the authority felt, the highest point reached by the most favored, most fortunate, most devoted communities, could, in a measure, be secured to all, and unity be given to the work of education throughout the State, which would prove the truest economy.

Object and Oral Teaching.—In my visits, I have witnessed with pleasure a growing interest in the study of nature. In many schools, the leaves and flowers of plants, the buds of the trees, the structure of woods, with animal and mineral products, are made the occasions for object lessons, elementary to the study of botany, zoölogy, and mineralogy. Branches of this work have been favorably pursued in some of the city schools, as those of Springfield, and with a still wider range of application in some of the district and ungraded schools, as in that of Miss Lelia Bull, of Dalton. But the fullest and best results have come under my observation in the High School of Lenox, in charge of Mr. Harlan H. Ballard. The course, from the character of the school, is quite elementary. The school has a large number of classes and many pupils of low grade. The plan, in brief, of the teacher, is to enlist the pupils in observing nature in any and every department, and in making written statements of the observations made; these statements are deposited in a box, which is opened at the closing hour of one session of the school each week, and such as are of interest are read before the school. Many of these call for explanations by pupils and teachers; some provoke discussion, while many become the subjects for farther observation and study. The immediate result in the school, of the introduction of this work, was the formation of an association, with committees for observation in various directions: one for the habits of birds, of insects, and fishes; another for noting the rainfall, the snow, and the ice formation; another for the winds, clouds, temperature, etc., etc. The meetings of these young persons, in presence of the school, are conducted under strictly parliamentary rules, and the whole results in a school self-governing, because the pupils are interested, and especially when out of school, engrossed in pursuits congenial to young minds.

In its remoter effects, this kind of work can scarcely be over-estimated; even if it should come to occupy a portion of the time spent in the study of numerous applications of arithmetic and the abstractions of grammar, if it should usurp the place of the details of geography in the manner in which they are pursued, it should be counted great gain. If it should result, as it certainly must, in a less slavish adherence to the text-book, it should be welcomed with delight. This is and will be one of its inevitable results.

WORK IN THE INSTITUTES.

Within the year I have acted as principal in the conduct of teachers' institutes at Brimfield, Sheffield, Becket, and Shelburne Falls, and as assistant with Mr. Hubbard in those at Clinton and Petersham. With the exception of the institute at Petersham, it was found impossible to secure institutes in accordance with the suggestions of the Board, for more than two days and three evenings; and by advice of the Secretary of the Board, we have accepted the conditions which our entertainers had made for us, and held for the shorter time.

Attendance.—The institutes have been well attended, the average of working members having been about 120. Not all of these have been in constant attendance upon every exercise, even for the short time for which the institutes have been held. Many fail to be present at the first session, some for the first day, and rarely, if ever, does every teacher in whose vicinity an institute is held, attend upon any of the sessions; the institute at Sheffield had the best attendance, in this respect, of those held in the western counties, some of the towns in the vicinity sending every teacher employed. We would respectfully suggest to those who have the authority in the matter, whether the school might not afford the teacher a few days in the year to attend these awakening and instructive meetings, when the household yields one day of every seven to prepare for the remainder of the week, and when the farm and the merchandise so readily find time for the race and the fair.

Plan of Work.—For the purpose of illustrating the elementary work of the institutes, classes of children have been employed to some extent as practice classes. This is everywhere practicable, and seems to have contributed somewhat to the

success of the institutes. The institutes have been conducted, for a portion of the exercises, in sections under different teachers, one illustrating a lower, while another illustrated an upper grade of work. The members have thus been more likely to obtain hints in reference to their specific work. The only objection made to this plan, to my knowledge, is that some of the members are unable to attend two exercises at the same time. With the corps of teachers generally employed, the plan involves no additional expense, and I am sure the usefulness of the institutes would be largely increased if it were still farther extended. Teachers of the highest grades of schools would doubtless be more generally attracted to the institutes if they could there meet with persons of corresponding grades under competent instructors.

Apparatus.—I have sometimes carried to the institutes copies of books on teaching, or on special branches of instruction and school management, and taken a few minutes in commending them; such books as *How to Teach*, *First Lessons in Botany*, etc., etc. The almost entire ignorance of the means of illustration in the schools, results from the absence of means, and this absence of the means for illustration indicates the barrenness of the methods, to a considerable extent, still pursued. Apparatus might be brought to the favorable notice of teachers and committees, if a collection of the simplest and most useful were on exhibition, and its use were illustrated at the institutes. The apparatus necessary for teaching arithmetic, especially the metric system, as also for teaching color and form, vocal culture, and geography, has been exhibited with the teaching of these subjects; but there might be, with profit, a great increase of apparatus with illustrative work in the elementary departments of the institutes, and possibly of apparatus, which there is not time to use.

Long Institutes.—I look to the institute as the efficient means of attracting the teachers to the better methods of teaching, and of exciting in them aspirations for fuller preparation, and also for giving committees and people more exalted views of the teacher's work, and of education in general. And in this connection, I may be permitted to invite attention to a recommendation previously made, that an institute to be held for a longer time than is usual, say for four weeks, might be gathered

in some town where board would be cheap. Might not the experiment be tried, with the provision that a suitable place could be found, and a class of teachers be pledged to attend? Such an institute would by no means be a substitute for the training of a Normal School; it would serve to give hints of methods of teaching and management, and would afford time to more fully impress these upon the minds by practice and repetition; and possibly it might testify at its close to the attendance, with the conductor's estimate of the members' preparation for teaching, in a certificate, which should aid committees in determining the qualifications of a candidate, and relieve the candidate from the ordeal of a searching examination.

The statistics and historical sketches of the Westfield Normal School, and of the Academies of the State, prepared for the Centennial, will be found in an abbreviated form under their respective heads.

GEO. A. WALTON,
Agent for Western Counties.

WESTFIELD, January 22, 1877.

REPORT OF E. A. HUBBARD.

Gentlemen of the Board of Education.

A very brief statement will be sufficient to give a general idea of my work the past year. My section embraces fifty-one towns and the two cities—Worcester and Fitchburg. Each of these I have visited, giving, however, but little time to the cities. Ordinarily, one or more members of the school committees have accompanied me to the schools, and given me all necessary assistance. The time spent in a school has varied from a half-day to a half-hour, and the kind of work attempted and the amount done have depended upon the committees and the length of the visit. Sometimes the teachers have been asked to put the classes into my hands, that I might understand the kind of drill the pupils had been subjected to and the progress they had made; also, that the opportunity of presenting other methods of teaching might be afforded, and the advantage of questions from another's stand-point be secured. At other times there has seemed to be but little left for the Agent to do but observe and approve. Some committees have desired that I should visit every school in town, even though some are so remote from each other that nearly one-third of the school session is occupied in passing from one to the other, while others have preferred to call the teachers, and in some cases the older pupils, together for conference, for questions, and for discussion of methods of instruction, or of government, or of both.

I have visited 278 schools; have held about 23 teachers' meetings, varying in length from one to three hours, and have lectured in about 29 towns. I have also attended six institutes, and in them given three evening lectures, and conducted several of the teaching exercises. Two of these institutes were in my section,—one at Clinton, the other at Petersham,—and, in accordance with the suggestion of the Board made to the Agents in

September, I visited the neighboring towns to secure, if possible, the attendance of school committees and teachers upon those institutes. A detailed statement of those institutes was made to the Secretary in November. While doing this work, I visited as many of the schools as I could, but the months of September, October and November were given up to institute work. I have now visited all the towns in my section, and more than twenty of them the second time.

In some of the towns the old district system prevails, and in many the schools are too small for the best results. I found one with only four pupils, and these could be well accommodated elsewhere, but for the resolute purpose that a school shall be maintained there so long as there is one child to attend, and perhaps even longer, if there is a school-house in the district. Occasionally I meet with the other extreme. I found one school, a Primary, with ninety-six children and one teacher. Every available place for seating them was used, not excepting the platform, the wood-box, and the stove-hearth. I find many school-houses entirely unsuitable, and poorly supplied with apparatus, or helps to instruction of any kind whatever. While I find some good teachers,—teachers of experience and professionally educated,—I find others without such experience or education, simply apprentices without a master, and doing apprentice work. Time will make good teachers of some of them, while for the present the children suffer.

The feeling upon the part of school committees and of the people with reference to schools and to education, differs in the different towns, but I think that with some, at least, the last year has witnessed an improvement.

Respectfully submitted.

E. A. HUBBARD.

REPORT OF JOHN KNEELAND.

HON. JOSEPH WHITE, *Secretary of the Board of Education.*

A condensed account of my work as done during the year just passed, with a brief statement of some of the results of my observation, is as follows:—

During the year I visited all the towns in Norfolk County; Sutton, Millbury, Blackstone, Dudley, Webster, Milford and Charlton, in Worcester County; Holliston, Ashland, Sherborn and Natick, in Middlesex County; Hingham, Plymouth and Plympton, in Plymouth County,—spending some time in each of four hundred and thirty-six schools. I took part in three institutes; attended several educational meetings; inspected many educational institutions outside of my field of labor, that I might know the best that had been reached in organization, methods and results; and lectured in the towns on twenty-six different occasions. In almost every town I had the full co-operation of the school committee and teachers.

The main part of my work was in the school-room, attending to class exercises, and generally applying such tests as would show the ability of the scholars, and the nature of their mental training and acquirements. The classes examined most thoroughly, when it was practicable, were those that had just entered the Grammar Schools, in order to learn the methods and the accomplishment of the Primary Schools; and those last received into the High Schools, to ascertain the preparation furnished by the lower schools for the higher training. I could thus make my visits to the schools generally, and my consultations with the teachers more directly useful.

Attention was paid to the moral as well as to the intellectual condition of the scholars. There were occasions for adverse criticism; but the general influence of the schools and their surroundings undoubtedly tends towards the improvement of

character. Much can be done in this direction by the adoption of such methods of school government as appeal directly to the consciences of the pupils.

It seemed to me wise to spend time enough in a town to get fully acquainted with its school system, and the merits or defects of the schools. It was, therefore, often necessary to give four or five days to a single town. It happens, in many instances, that the supervision is so divided among different members of the committee that the schools of the same town are conducted upon different principles, and show marked differences in the results reached. A conference with the committee and teachers, after a general visiting of the schools of such a town, gave an opportunity for aiding in bringing the schools nearer together, and inducing efforts for a higher and more generally recognized standard.

The old district system prevails only in one or two of the towns I visited. In one its peculiar disadvantages were plainly manifest. No town committee would tolerate such a school as one I saw there.

It is gratifying to be able to report that many excellent schools came under my observation. The elementary instruction in many localities is based upon right principles, and is attended with remarkable success. It is not so gratifying to be forced to add that many poor schools exist, and that hundreds of teachers, for want of knowledge of the principles upon which the art of true teaching rests, are working in the dark, and using methods long ago discarded by intelligent educators.

In some towns there has been a falling off in the support given to the schools. Consequently, school terms have been shortened and not teaching force enough allowed. I found several Primary Schools in which the number of scholars ranged from seventy to ninety-five. It was poor policy, especially in manufacturing towns, to curtail school privileges. There being now but little chance of employment, the young in these towns can attend school; and this they should be encouraged to do, and every facility for moral and mental improvement should be afforded them.

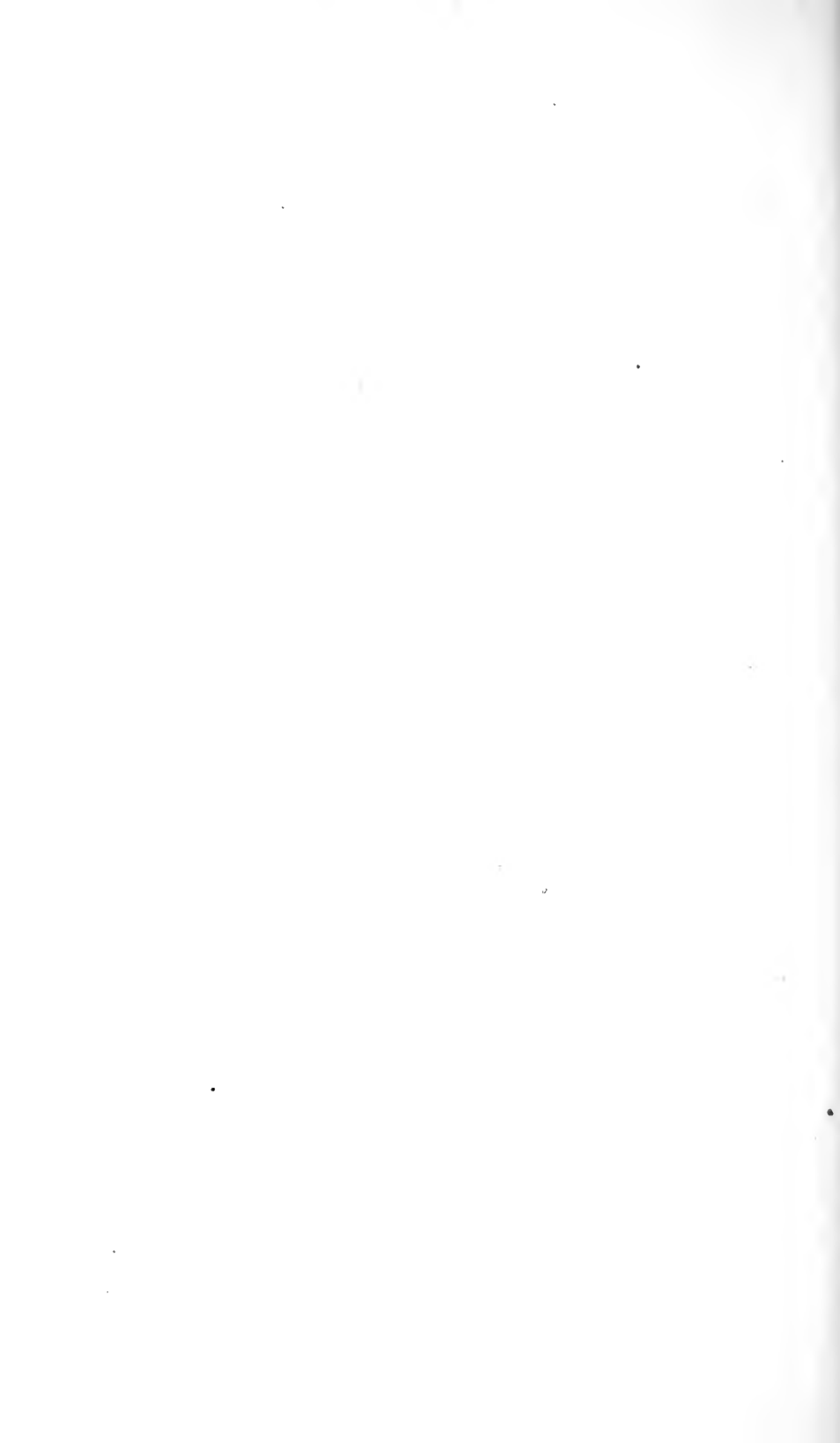
It is disheartening to find so large a number of our schools destitute of any articles of apparatus. But very few can be said to be well supplied. It is the poorest of all economy to

attempt to save in this direction. It certainly pays to give a good workman all the helps he needs. The furnishing of proper articles of apparatus adds greatly to the working power of the school. The need of such articles for the High School is generally recognized; and there the supply first comes. But the need is really greater in the Primary School. It is for the best interests of the people to begin right in their schools, and to work up in the same good way as far as they can go.

I did not observe that there was last year any increase in the attention paid to drawing. Though a required study, in many towns it is entirely neglected; and in some others it gets only a little consideration from here and there a teacher.

JOHN KNEELAND.

BOSTON, January 1, 1877.



FINANCIAL STATEMENT.

BOARD OF EDUCATION.

APPROPRIATIONS FOR NORMAL SCHOOLS.

1876.	1876.	Appropriation,	\$76,000 00
Framingham School—			
Salary of Principal,	\$2,500 00		
Salaries of Assistants,	6,990 06		
Lectures,	110 00		
Care of house and grounds,	325 00		
Fuel,	402 25		
Furniture and repairs,	632 36		
Printing and advertising,	206 68		
Books, apparatus, etc.,	230 41		
Contingent,	57 68		
	\$11,282 69		
Westfield School—			
Salary of Principal,	\$3,000 00		
Salaries of Assistants,	7,539 90		
Fuel,	438 00		
Other expenses, not classified,	1,460 10		
School of Observation,	500 00		
	12,938 00		
Bridgewater School—			
Salary of Principal,	\$3,000 00		
Salaries of Assistants,	9,649 50		
House and grounds,	86 25		
Fuel,	333 00		
Furniture and repairs,	35 40		
Contingent,	195 48		
	13,299 63		
Salem School—			
Salary of Principal,	\$3,500 00		
Salaries of Assistants,	8,437 41		

FINANCIAL STATEMENT.

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House and grounds,	\$219 99			
Fuel,	465 75			
Furniture and repairs,	311 94			
Contingent,	45 25			
		\$12,990 24		
Worcester School—				
Salary of Principal,	\$3,000 00			
Salaries of Assistants,	7,021 93			
Lectures,	83 00			
House and grounds,	604 75			
Fuel,	718 45			
Furniture and repairs,	82 30			
Advertising and printing,	314 99			
Books, apparatus, etc.,	987 67			
Contingent,	185 06			
		13,098 65*		
Normal Art-School—				
Salaries,	\$10,590 00			
Care of building,	12 35			
Furniture and fixtures,	154 55			
Printing,	320 43			
Books,	90 40			
Sundries,	104 53			
Agricultural Hall expenses,	169 26			
Centennial expenses,	183 32			
		11,525 24		
		\$75,134 45		
				\$76,000 00

* Of which \$639.86 is not paid.

Financial Statement Massachusetts Board of Education—Continued.

Dr.

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FRAMINGHAM NORMAL SCHOOL.

		1876.		1876.	
1876.	Sundry bills with Auditor, .	\$1,889 20			Appropriation for water tank,
September,	Sundry bills with Auditor, .	184 14			steam-boiler, furnaces, etc.,
					for Boarding House, . . .
1877.	Sundry bills with Auditor, .	528 76	\$2,602 10		Unpaid,
January, .					\$2,600 00
					2 10
					<u>\$2,602 10</u>

BRIDGEWATER NORMAL SCHOOL.

		1876.		1876.	
1876.	Braman & Bros., for painting, .	\$607 69			Appropriation for painting,
	Geo. Hayward, for blinds, .	117 12	\$724 81		blinds, globe and Mass. R., .
	Unexpended,		1,075 19		
			<u>\$1,800 00</u>		\$1,800 00
					<u>\$1,800 00</u>

WESTFIELD NORMAL SCHOOL.

		1876.		1876.	
1876.	Sundry bills with Auditor, .	\$865 56			Appropriation for fitting and
Aug.	Mr. Gillett, for bill paid, .	6 75			furnishing laboratory, . . .
Nov.	Sundry bills with Auditor, .	392 05			
	W. O. Chamberlain, bill, .	354 45			
1877.	Sundry bills with Auditor, .	84 20			
March 8,					

April 19,	Richie's bill,	\$125 00	
May 8,	Smith's bill,	175 00	
		\$2,003 11	
	Balance over,		\$3 11
			\$2,003 11

APPROPRIATIONS FOR STATE AID.

1876.	Treasurer's checks—		1876.	Appropriation,	\$4,000 00
July,	Ellen Hyde, Framingham School,	\$400 00	\$2,000 00		
	J. W. Dickinson, Westfield School,	400 00			
	A. G. Boyden, Bridgewater School,	400 00			
	D. B. Hager, Salem School,	400 00			
	E. H. Russell, Worcester School,	400 00			
1877.	Treasurer's checks for—		2,000 00		
January,	Framingham School,	\$400 00			
	Westfield School,	400 00			
	Bridgewater School,	400 00			
	Salem School,	400 00			
	Worcester School,	400 00			
			\$4,000 00		\$4,000 00

John Kneeland, salary and travelling expenses,	\$2,686 42			
Walter Smith, salary and expenses,	3,066 71			
		\$14,417 32		
Art Exhibition—Rent of hall,	\$300 00			
Labor and lumber,	167 00			
		\$467 00		
Oliver Warner, labor and services, . . . . .	. . . . .	50 00		
Balance not expended, . . . . .	. . . . .	\$14,934 32		
		3,065 68		
		\$18,000 00		\$18,000 00

TEACHER'S INSTITUTES, 1875 AND 1876.

1875.	Paid for Institutes—	1876.	Received from treasurer, . .	1876.
Oct. 13-15,	At South Adams,	\$100 00		
20-22,	Orange,	90 00		
Nov. 3-5,	Orleans,	80 00		
10-12,	Haydenville,	60 00		
Dec. 1-3,	Belchertown,	110 00		
8-10,	Fitchburg,	135 00		
1876.				
Jan. 12-14,	Lexington,	135 00		
19-21,	Brimfield,	100 00		
	<i>Amounts carried forward,</i>	\$810 00		\$908 14

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Financial Statement Massachusetts Board of Education.

TEACHER'S INSTITUTES—Concluded.

1876.	Amounts brought forward, . . . . .	. . . . .	1876.		\$908 14
	Advertising and incidentals, . . . . .	. . . . .	\$810 00		
			71 98		
	Unexpended balance, . . . . .	. . . . .	\$881 98		
			26 16		
			\$908 14		\$908 14
	Paid for Institutes—				
Oct. 11-13,	At Clinton,	\$47 00		Received from treasurer, . .	\$506 38
17-20,	Petersham,	100 00			
25-27,	Sheffield,	130 00			
Nov. 8-10,	Becket,	94 00			
	Advertising and incidentals,	127 38	\$498 38		
			8 00		
	Unexpended balance, . . . . .	. . . . .	\$506 38		\$506 38

J. WHITE, Secretary

The foregoing account has been examined and found correct.

JULIUS L. CLARKE, State Auditor.

FORTIETH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

SECRETARY'S REPORT.

Gentlemen of the Board of Education:

I respectfully present herewith the Fortieth Report of the Secretary.

SUMMARY OF STATISTICS FOR 1875-76.

Number of cities and towns—cities, 19 ; towns, 323, . . .	342
All have made the annual returns required by law.	
Number of Public Schools,	5,542
Decrease for the year,	9
Number of persons in the State between five and fifteen years, May 1, 1875,	300,834
Increase for the year,	6,126
Number of pupils of all ages in all the Public Schools during the year,	305,776
Increase for the year,	3,658
Average attendance in all the Public Schools during the year, . . .	218,903
Increase for the year,	2,042
Ratio of average attendance for the year to the whole num- ber of persons between five and fifteen, expressed in deci- mals, . . . . .	.72-.76
Number of children under five years of age attending Pub- lic Schools,	2,084
Decrease for the year,	299
Number of persons over fifteen attending Public Schools, . . .	27,213
Decrease for the year,	5,773
Number of towns which report having made the provisions concerning truants, required by law,	137
Number of different persons employed as teachers in Public Schools during the year—males, 1,201 ; females, 7,650 ; total, . . .	8,851
Increase of males, 32 ; decrease of females, 397 ; to- tal decrease,	365
Number of teachers who have attended Normal Schools, . . .	1,280
Average length of Public Schools (8 months and 16 days), . .	8-16
Average wages of male teachers (including salaries of High School teachers) per month,	\$84 78
Decrease from last year,	\$3.59

Average wages of female teachers per month,	\$35 25
Decrease from last year,	\$0.10
Amount raised by taxation for support of Public Schools, including only wages of teachers, fuel, care of fires and school-rooms,	4,400,898 59
Increase for the year,	\$42,375.00
Income of funds appropriated for Public Schools at the option of the towns, as surplus revenue and tax on dogs,	56,732 17
Increase for the year,	\$4,681.86
Voluntary contributions of board, fuel, apparatus, etc., for Public Schools,	8,412 68
Decrease for the year,	\$22,374.64
Expense of superintendence by school committees, including salaries of superintendents of schools,	140,334 91
Increase for the year,	\$20,643.95
Expense of preparing and printing school reports,	15,881 84
Decrease for the year,	\$2,924.62
Amount of local school funds, the income of which can be legally appropriated only for the support of schools and academies,	1,921,205 73
Increase for the year,	\$97,468.75
Income of local funds appropriated to schools and academies,	124,751 45
Increase for the year,	\$4,465.13
Income of State School Fund paid to cities and towns in aid of Public Schools for the school year 1875-76,	83,350 99
Amount of salaries paid to superintendents of Public Schools,	59,936 50
Aggregate returned as expended on Public Schools alone, exclusive of expense of repairing and erecting school-houses, and cost of school-books,	4,705,611 18
Increase for the year,	\$37,139.09
Sum raised by taxes, including income of funds appropriated at the option of the towns, and the tax on dogs (exclusive of taxes for school edifices and superintendence), for each child in the State between five and fifteen years of age—per child,	14.81.8
Increase for the year,	\$0.14.8
Percentage of the valuation of 1875, appropriated for Public Schools, including only wages of teachers, fuel, care of fires and school-rooms (two mills and thirty-six hundredths,)	0.00.2 $\frac{36}{100}$
All the towns and cities have raised by taxation the amount required by law (\$3 for each person between five and fifteen), as a condition of receiving a share of the income of the State School Fund.	
Amount expended in 1875 for erecting school-houses,	864,605 56
Decrease for the year,	\$283,528.09
Amount expended in 1875 for repairing school-houses,	341,216 24
Decrease for the year,	\$43,792.65
Total amount expended on school-houses in 1875,	1,205,821 80
Number of schools returned as High Schools,	212

Number of teachers, 582; Number of scholars,	15,826
Amount of salaries paid to principals of High Schools, . . .	\$295,723 40
Evening Schools—number, 114, kept in thirty-six cities and towns; number of teachers, 364; whole number attending: males, 5,885; females, 3,452; total, 9,337; average attendance, 4,424; expense,	77,525 34
Schools in Charitable and Reformatory Institutions—number, 18; number of different pupils, 1,308; average number attending during the year, 804; number under five years, 31; number over fifteen, 370; number between five and fifteen, remaining August 31, 1876, 486; number of teachers—males, 3; females, 15; wages of male teachers per month, \$150; female teachers, per month, \$25; length of schools, 12 months.	
Number of Incorporated Academies,	72
Average number of scholars,	5,776
Aggregate tuition paid,	\$225,056 82
Number of Private Schools and Academies,	341
Estimated average attendance,	14,513
Estimated amount of tuition paid,	\$447,914 60
Amount paid to maintain Public Schools—for wages, fuel, care of fires and school-rooms, repairing and erecting school-houses, supervising schools, printing reports of school committees, providing apparatus, and instruction of children in Charitable and Reformatory Institutions, etc., .	5,920,949 98
To each person in the State between five and fifteen years of age,	19 68
Percentage of valuation of 1875 (3 and one-seventh mills), .	0.0034

DEAF-MUTES.

In accordance with the requirements of the statute, I report the following statistics of the attendance and expenses of the Massachusetts pupils in the several schools for Deaf-Mutes:—

American Asylum, at Hartford, Conn.

Number of pupils during the school year 1875-6,	83
of pupils admitted the present year,	23
of pupils in the Asylum, January 1, 1877,	79

Clarke Institution.

Number of pupils during the school year 1875-6,	71
of pupils admitted the present year,	10
of pupils present January 1, 1877,	65

Boston School.

Number of pupils during the school year 1875-6,	69
of pupils admitted the present year,	15
of pupils present January 1, 1877,	69

Whole number in the schools, January 1, 1877, 213

The following amounts were paid from the treasury during the year 1876, for the maintenance of the deaf-mute pupils :—

At the American Asylum, for board and tuition, . . .	\$13,192 61
Clarke Institution, for board and tuition, . . .	12,500 00
Boston School, for tuition,	682 64
	<hr/>
	\$26,375 25

It is evident that the tuition bills of the pupils in the Boston School for the larger portion of the year had not been presented at the treasury on the 1st of January, 1877.

The whole number of pupils in these schools, January 1, 1876, was 168; the present number is 213, an increase of 45. This is an interesting and encouraging feature of the present exhibit, indicating an increased interest in this unfortunate class, and of effort in their behalf.

Perkins Institution and Massachusetts Asylum for the Blind.

The Director, Mr. Anagnos, has presented the following summary of attendance for the quarter ending January 1, and of the present number in the Institution :—

	Males.	Females.	Totals.
Number at the close of the last quarter,	85	70	155
Received during the quarter,	7	2	9
Discharged during the quarter,	8	9	17
Whole number during the quarter,	92	72	164
Average number during the quarter,	88	67	155
Present number,	84	63	147

The amount paid to the Institution from the treasury, was \$30,000, which is appropriated in aid of the Institution and

expended for its general purposes, in consideration of which the persons sent thereto by the Governor as state pupils are maintained and instructed free of individual charge.

Admissions.

NAME.	Age.	Birthplace.	Residence.	Admitted.	Supported by.
James E. W. Bickford,*	12	Berwick, Me., .	Somersw'th, N. H.	Oct. 5,	N. Hampshire.
Dennis F. Sullivan,*	13	Willimantic, Ct., .	Willimantic, Ct., .	25,	Connecticut.
Chas. W. Conant,*	12	New London, Ct.,	Bath, Me., .	31,	Maine.
Emma J. Murdough* (readmitted),	18	Hillsboro', N. H.,	Hillsboro', N. H.,	31,	N. Hampshire.
William F. Ryan,*	12	Portland, Me., .	Portland, Me., .	Nov. 4,	Maine.
Samuel Hilman,†	35	Tavistock, Eng., .	No. Adams, Mass.	4,	Massachusetts.
Emma Watkins,*	10	Portsmouth, N. H.	Portsmouth, N. H.	14,	N. Hampshire.
Benj. F. Ledger,*	15	Milt'n Mills, N. H.	Great Falls, N. H.	14,	N. Hampshire.
Herbert E. Goodwin,*	21	Detroit, Me., .	Detroit, Me., .	Dec. 30,	Maine.

* In school.

† In workshop.

In my last report, as in several former ones, liberal extracts were given from the annual reports of these several institutions, with the hope that the attention of the friends of education might be attracted to them, and a deeper interest be created in the education of the unfortunate classes for whose benefit they exist. Especially have I desired that the school committees might recognize the official obligation which should urge to a careful and persistent endeavor to bring every person who is a deaf-mute or afflicted with blindness within the reach of the bountiful provisions made by the Commonwealth for their instruction.

I doubt not that these persons are not overlooked when the annual census is made of all "persons between the ages of five and fifteen years," which is annually transmitted to the Secretary of the Board of Education, as the basis for the division of the income of the school fund.

Since this census is taken by or under the direction of the school committees, there would seem to be no excuse arising from ignorance for a neglect of duty in respect to those who need their most careful attention.

I cannot refrain from the renewed expression of the opinion which I have long entertained, that it is not creditable to us, nor quite consistent with our boasted theory that a good education is the birthright of every child in the Commonwealth, and therefore our schools are perfectly free, while the blind and the

deaf-mute, the ones most needing aid, can only receive it on the plea of poverty. Nor can any State, whose social and civil institutions are founded on and are the natural outgrowth of intelligence and virtue, afford to permit any class of her citizens, even though small in numbers or crippled by misfortune, to be shut out for any reason from those privileges of public instruction which are the source of both intelligence and virtue.

Instead of the extracts from the annual reports, there will be found in the Appendix a brief account of the origin, progress and present condition of the several institutions hereinbefore mentioned.

The new Primary Department of the Clarke Institution will be opened for the admission of pupils of the ages between five and twelve years, on the 19th of September, 1877, and there will then be room for twenty or thirty such pupils. In 1878 there will be additional room for as many more in the Primary Department. At this school there are two terms in the year, of twenty weeks each; the first commencing on the third Wednesday of September, with a vacation of four weeks in winter; the second commencing on the first Wednesday in March, with a summer vacation of eight weeks. It is desirable to have all applications for admission for the year, which begins in September, made as early as July. No pupils are admitted, except at the beginning of the year, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter. Pupils must be at least five years old.

LEGISLATION OF 1876.

[CHAP. 3.]

Be it enacted, &c., as follows:

SECT. 1. Sewing shall be taught, in any city or town, in all the public schools in which the school committee of such city or town deem it expedient.

SECT. 2. The action of the school committee of any city or town in causing sewing to be taught in the public schools thereof, is ratified, confirmed and made valid to the same extent as if this act had passed prior to such teaching. [*Approved February 1, 1876.*]

This Act was passed at the instance of the school committee of the city of Boston, who had been informed by the city

solicitor that their action in making provision for teaching sewing in the city schools was unauthorized by any law, and illegal.

The Act of June 14, 1642, which required the "chosen men for managing the prudentials in every town" to see that parents and masters taught their children and apprentices "to read perfectly the English tongue, and a knowledge of the capital laws," also included in its requirements "labor and other employments which may be profitable to the Commonwealth." And it was ordered that said "chosen men," or the greater number of them, "shall have power to take account from time to time of all parents and masters, and of their children, concerning their calling and employment of their children," etc.

From this good beginning until very recent times there is good reason for the belief that it has been the practice to a greater or less extent to employ the young children in sewing in the schools known in the early times as "dame schools," and at more recent periods in the common district schools. Such was the common practice within my own recollection in the schools which I attended in early childhood.

It would seem that a practice so early begun and so long continued, and withal nowhere *forbidden* by law, might safely be regarded as an authorized one, and not repugnant to law. Still, it was well, for the sake of giving an emphatic approval to a time-honored custom, to give it legislative sanction.

[CHAP. 47.]

* AN ACT in relation to Text-Books in Public Schools.

Be it enacted, &c., as follows:

SECT. 1. The school committee shall direct what books shall be used in the public schools, and shall prescribe, as far as is practicable, a course of studies and exercises to be pursued in said schools.

SECT. 2. In any town or city in this Commonwealth, a change may be made in the school-books used in the public schools by a vote of two thirds of the whole school committee thereof, at a meeting of said committee, notice of such intended change having been given at a previous meeting of said committee.

SECT. 3. If any change is made, as provided for in section second of this act, each pupil then belonging to the public schools and requiring the substituted book, shall be furnished with the same by the school committee, at the expense of said town or city.

SECT. 4. Section twenty-eight of chapter thirty-eight of the General Statutes, chapter one hundred and twenty-six of the acts of eighteen hundred and sixty-three, chapter one hundred and fifty-five of the acts of eighteen hundred and sixty-seven, and chapter two hundred and ninety-two of the acts of eighteen hundred and seventy-three are hereby repealed. [*Approved March 14, 1876.*]

The law relating to the duty of the school committees in prescribing text-books and making changes in the same, and in regulating the course of studies and exercises in the schools under their charge, was contained in the twenty-eighth section, chapter thirty-eight of the General Statutes, and in three amendments thereto, enacted in three several years, which presented no less than four distinct rules for governing the action of the committee in making any desirable change.

The present Act greatly simplifies the law by prescribing that any change in the text-books may be made by a vote of two-thirds of the committee of whatever number it may consist, after due notice given at a previous meeting.

I desire again to invite the attention of the school committees to the duty laid upon them in the last clause of the first section of the Act; to wit, to "prescribe, as far as is practicable, a course of studies and exercises to be pursued in said schools."

I have more than once expressed the opinion that the duty here prescribed, if judiciously performed, is of far greater moment than that of prescribing the text-books to be used. In fact, the courses of study to be pursued should in a great measure guide in the selection of the text-books. But, important, nay vital, as this work is to the success of the schools, I am sorry to be obliged to say, as I have before said, "That in very many towns this work has been wholly neglected. The schools are in a chaotic state, from which the teachers have very little power to redeem them. Often entering their schools without any previous instruction or experience in the science or the art of teaching, and employed but for a single term, they have not the ability to arrange the studies in a systematic manner, or properly to organize their pupils into classes. The studies are chosen according to the tastes or whims of the pupils or parents, classes are unduly multiplied, the time and strength of the teacher are exhausted with little profit to the pupils and less

satisfaction to herself, in a ceaseless round of recitations and exercises, which such a lack of system necessitates."

I am well aware that the proper discharge of the duty requires an amount of thought and labor, as well as knowledge of the true order and relation of studies and of approved methods of teaching, which lead many committees to shrink from the task. And it is probable that the system devised by them might not be the best possible. Still, I am quite sure that a course of studies which may be justly criticised as unscientific, incomplete, and otherwise defective, is far preferable to no system at all. Moreover, under our present system of agencies, it is an easy matter for a school committee to call to their aid an Agent of the Board who labors in their district, whose knowledge and experience cannot fail to be of the highest value. I am glad to learn that the committees are availing themselves of the services of the Agents in this direction.

[Chap. 52.]

AN ACT relating to the Employment of Children, and regulations respecting them.
Be it enacted, &c., as follows:

SECT. 1. No child under the age of ten years shall be employed in any manufacturing, mechanical or mercantile establishment in this Commonwealth, and any parent or guardian who permits such employment, shall for such offence forfeit a sum of not less than twenty nor more than fifty dollars, for the use of the public schools of the city or town.

SECT. 2. No child under the age of fourteen years shall be so employed, unless during the year next preceding such employment he has attended some public or private day school, under teachers approved by the school committee of the place where such school is kept, at least twenty weeks, which time may be divided into two terms, each of ten consecutive weeks, so far as the arrangements of school terms will allow; nor shall such employment continue, unless such child shall attend school as herein provided, in each and every year; and no child shall be so employed who does not present a certificate, made by or under the direction of said school committee, of his compliance with the requirements of this act: *provided, however*, that a regular attendance during the continuance of such employment in any school known as a half-time day school, or an attendance in any public or private day school, twenty weeks, as above stated, may be accepted by said school committee as a substitute for the attendance herein required.

SECT. 3. Every owner, superintendent or overseer in any establishment above named, who employs or permits to be employed, any child in violation of the second section of this act, and every parent or guardian who permits such employment, shall for such offence forfeit a sum of not less than twenty nor more than fifty dollars for the use of the public schools of such city or town.

SECT. 4. The truant officer shall, at least once in every school term, and as often as the school committee require, visit the establishments described by this act in their several cities and towns and inquire into the situation of the children employed therein, ascertain whether the provisions of this act are duly observed, and report all violations to the school committee.

SECT. 5. All acts and parts of acts inconsistent with the provisions of this act are hereby repealed. [*Approved March 16, 1876.*]

• This Act formed one of a series of Acts relating to the general subject of school attendance, which, in obedience to an order of the Legislature, were presented to that body during the session of 1873. Two of them—one altering and amending the previous laws relating to truancy, and the other amending and enlarging the provisions of the General Statutes relating to the duties of parents and guardians in respect to school attendance—received the sanction of the Legislature. These were printed in the Thirty-Seventh Annual Report, with such comments as it seemed desirable to make.

The above Act, "relating to the employment of children," etc., passed the House of Representatives, but failed in the Senate. After successive failures in that body in 1874 and 1875, it became a law at the last session. Thus has been completed the legislative enactments which were recommended in the year 1873.

In the Thirty-Seventh Annual Report, pages 132-142, I pointed out in some detail the defective provisions of the existing laws relating to the general subject of school attendance, and showed wherein the several provisions of the Acts of 1873 were in advance of, and it seemed to me a manifest improvement upon them.

As the present law forms an important part of our code on this topic, I will briefly notice those features of it which differ from the former law; *i. e.*, the Act of 1867.

The first section of that Act provided that no child under the

age of ten years should be employed in any *manufacturing* or *mechanical* establishment. The present law, section 1, adds the *mercantile* to the list of forbidden establishments. This was done in view of the rapidly increasing numbers of small children who are withdrawn from the schools and gathered in the modern retail stores of immense proportions as errand boys, cash boys, etc. Pleasant as may be the employment, and desirable both for those who are employed and the employers, I submit that the rights of these children to the education which the law contemplates, and the safety and advantage derived therefrom to the Commonwealth, are paramount, and should never be ignored, whatever may be the temptation. The inhibition does not extend too far. Indeed, in my judgment, it should, like the law of Connecticut, have extended to *all kinds of employment for hire*. This is as it should be, for, as I took occasion to say in a previous report, it is no greater injury to cheat the child out of his right to education by hiring him to spin cotton, peg shoes, or to run with bundles, than to hoe corn or dig potatoes.

The Act of 1867 required as a condition for the employment of children between the ages of ten and fifteen years an attendance upon a school approved by the committee of at least *three months* during the year next preceding such employment.

The present Act extends the time of prerequisite school attendance from twelve to "*twenty weeks*," which may be a continuous attendance, or "may be divided into *two terms, each of ten consecutive weeks*, so far as the arrangements of school terms will allow." This is an advance in the right direction.

By the third section of the Act of 1867 the owners, agents, superintendents, etc., of the establishments named in the bill were subjected to a penalty of fifty dollars for *knowingly* violating the same. This word *knowingly* completely nullified the Act. After vigorous efforts to obtain them, convictions under it were found to be utterly impossible.

In the present Act the delusive word *knowingly* is omitted, and the execution of the provisions of the Act is given to the truant officers, under the sole direction of the school committee, who are thus made responsible in the last resort for the salutary working of the law.

In all important particulars the Act closely conforms to the

provisions of the law of 1873, chapter 279,—and amended in 1874,—which defines the duties of parents and guardians in respect to the “attendance of children in the schools.”

These two Acts, the Act relating to truancy, and a new provision in the chapter relating to school returns, which devolves upon the school committees the duty of making the enumeration of all persons between the ages of five and fifteen years in their respective cities and towns, constitute a consistent code, and place in the hands of said committees, so far as legal enactments can well do it, an effective machinery, easily worked, for securing the highest possible rate of attendance upon the public schools. The responsibility is upon them. Can we doubt that they will cheerfully accept it, and that valuable results will follow? And here I repeat what I have before said on this topic: “It is not enough for committees and truant officers to *wait for information* as to the neglect of duty by parents and guardians, of the violations of law by the owners and managers of business establishments; but they are to *inquire into and discover* all such cases, and pursue the delinquents according to the requirements of law. In no other way can we hope to save large portions of society from that ‘barbarism’ which our ancestors would not suffer.”

The duties imposed upon the school committees by these laws relating to school attendance are of transcendent importance, and the intelligent and faithful discharge of them, while calling for no small amount of time and labor, not to say courage also, cannot fail to be productive of untold benefit alike to the defenceless classes for whose protection the laws were enacted, and to the whole community.

The following is a recapitulation of the duties thus imposed:

1. The school committee of each city and town *shall* appoint two or more truant officers, and fix their compensations. (Chap. 262, Acts of 1873. School Laws, p. 63.)

This Act is *peremptory*, and not permissive. The duty is not conditioned upon any action of the town. The intention of the law is to place at the command of the committees proper executive officers of their own choice, so as to leave them without excuse for any neglect or failure to discharge the duties named in the laws.

2. The committees are to take or cause to be taken, the

annual census of the names and ages of all persons belonging to their respective towns, between the ages of five and fifteen years, and to make a record thereof. (Chap. 303, Acts of 1874. School Laws, chap. 40, p. 54.)

The proper discharge of this duty furnishes the committee with the facts needful for the ready discharge of their duty respecting all matters pertaining to school attendance. Each school register should contain a copy from the record of every person of school age within the district or territory, so that a moment's inspection will disclose the absentees, and give a clue to their discovery.

If the census cannot be taken by the members of the committee personally, the truant officers are the most fitting persons to perform the duty, inasmuch as it will greatly aid them in the discharge of the other duties of their office.

3. To give directions to the truant officers:—

First, To inquire into all cases arising under the truant by-laws, and to make complaints in all cases of violation thereof. (Sect. 2, chap. 362, Acts 1873. School Laws, p. 63.) *Second*, Into all cases arising under the law relating to the duties of parents and guardians. (Sect. 2, chap. 279, Acts 1873. School Laws, p. 59.) *Third*, To inspect, as often as they judge expedient, all manufacturing, mechanical and mercantile establishments, and to act on all cases of violation which may be reported to them by said officers. (Sect. 4, chap. 52, 1876.)

[CHAP. 186.]

AN ACT in addition to an Act in relation to Text-Books in the Public Schools.

Be it enacted, &c., as follows:

SECT. 1. Section twenty-six of chapter thirty-eight of the General Statutes is amended to read as follows: The school committee in each city or town where there is no superintendent of schools, or some one or more of them, for the purpose of organizing and making a careful examination of the schools, and of ascertaining that the scholars are properly supplied with books, shall visit all the public schools in the town on some day during the first week after the opening of such schools, and also on some day during the two weeks preceding the close of the same, and shall also for the same purposes visit, without giving previous notice thereof to the instructors, all the public schools in the town once in each month, and they shall at such examinations, inquire into the regulation and discipline of the schools and the habits and proficiency of the scholars.

SECT. 2. Section seven of chapter forty-one of the General Statutes is amended so that children, without limitation as to age, may attend school in cities and towns other than those in which their parents or guardians reside.

SECT. 3. This act shall take effect upon its passage. [*Approved April 26, 1876.*]

The first section of this Act re-enacts the twenty-sixth section of chapter thirty-eight of the General Statutes, with the insertion of the qualifying words "where there is no superintendent of schools."

The second section re-enacts an amendment to the seventh section of chapter forty-one of the General Statutes, which had been inadvertently repealed by chapter forty-seven of the Acts of 1876. The section as printed in the school laws with the amendment of 1873 inserted is correct.

WOMEN AS MEMBERS OF THE SCHOOL COMMITTEES.

More than ten years since, a personal friend informed me that the town of Deerfield, in Franklin County, had made choice of a woman as one of the members of the town school committee, and asked my opinion as to the legality of the action of the town, and also whether it was an advisable act and worthy of general imitation.

As to the former query, after considerable reflection and inquiry, I became satisfied that there was no constitutional or legal objection in the way, and so expressed myself on all fitting occasions. As to the second query, I never saw an occasion for doubt in expressing a favorable opinion of the practice. I could not shut my eyes to the fact that there were to be found in a large proportion of the towns, intelligent and highly educated women, the graduates of our Normal Schools and higher seminaries, very many of whom had achieved success as teachers in our Public Schools, and still retained in new relations of life a deep interest in all educational movements. Having also more time at their command, these women could give to the schools in their respective towns a more constant and thorough supervision than could be expected from persons of the other sex, whose time and thoughts were, for the most part, absorbed in the pressing duties of business and professional life.

The fact, moreover, that seven-eighths of the teachers in our Public Schools are females, many of them young persons with little previous training, and without experience in the care and management of children, pointed unmistakably, as it seemed to me, to their older and more intelligent sisters, who had passed from the school-room to the care of families, as above all others the most fitting to bestow needed advice and aid as well as sympathy in the constantly recurring cases of trial and perplexity in the school-room.

Although I have not made it the subject of remark in the reports made by myself, I have freely expressed my opinions in favor of the practice in private conversations and in public addresses, and have also copied from the town reports and published the notices and reasonings which have come under my notice. The practice thus begun has gradually but steadily gained favor, until now a considerable number of cities and towns have placed women upon their school committees. The movement has also attracted the attention of educators in other States, and requests for information in regard to it are not infrequently received. In view of this fact, I give a list of the cities and towns where women were serving upon the school committees, as disclosed by the last annual returns to the office.

List of Cities and Towns having Women on the Board of School Committee, by Returns of 1875-76.

Barnstable.	Brimfield.
Provincetown.	Tolland.
Truro.	Wales.
Becket. (All women.)	Southampton.
Dalton.	Williamsburg.
Richmond.	Nantucket.
Savoy.	Concord.
Sheffield. (Superintendent.)	Groton.
Washington.	Natick.
Dartmouth.	Sherborn.
<i>Fall River.</i>	Westford.
Danvers.	Winchester.
<i>Gloucester.</i>	Dedham.
<i>Lynn.</i>	Dover. (Superintendent.)
Saugus.	Needham.
Erving. (All women.)	Sharon.
Hawley.	Weymouth.
Northfield.	Plympton.
Orange.	South Scituate. (All women.)
Wendell.	West Bridgewater. (Supt.)

List of Cities and Towns, Etc.—Concluded.

<i>Boston.</i>	<i>Southborough.</i>
<i>Auburn.</i>	<i>Petersham.</i>
<i>Barre.</i>	<i>Royalston.</i>
<i>Berlin.</i>	<i>Sturbridge.</i>
<i>Harvard.</i>	<i>Webster.</i>
<i>Hubbardston.</i>	<i>Westborough.</i>
<i>Leominster.</i>	<i>Worcester.</i>
<i>Oakham.</i>	

Five cities and fifty towns.

It is by no means certain that the list is complete. The towns are designated, not by an answer made to an inquiry, but from an inspection of the signatures appended to the committees' annual returns. And owing to the unfortunate custom of writing only the initial letters of Christian names, there is constant liability to mistake.

It will be noticed that in three towns the entire committee is made up of women; and in three women are superintendents.

Free Schools for Instruction in Drawing.

In the thirty-fourth report, the names of the cities and towns are printed, which had, according to the census of 1870, over 10,000 inhabitants, and were required by chapter 248 of the Acts of 1870 to maintain Free Drawing Classes.

The census of 1875 discloses the fact that other towns have come within the requisition. I present herewith a list of all having a population of more than 10,000, with the valuation of each in 1876, as appears from the printed returns of the assessors:—

CITIES AND TOWNS.	Population.	Valuation.	CITIES AND TOWNS.	Population.	Valuation.
Adams, . .	15,760	\$6,347,000	Springfield, .	31,053	\$35,109,000
Pittsfield, .	12,267	8,177,000	Northampton,	11,108	7,645,000
Fall River, .	45,340	48,920,000	Cambridge .	47,338	62,636,000
New Bedford,	25,876	26,750,000	Lowell, . .	49,677	39,398,000
Taunton, .	20,429	16,890,000	Malden, . .	10,843	9,961,000
Gloucester, .	16,754	9,380,000	Newton, . .	16,105	28,200,000
Haverhill, .	14,628	10,324,000	Somerville, .	21,868	26,573,000
Lawrence, .	34,907	23,903,000	Brockton, .	10,578	5,676,000
Lynn, . .	32,600	25,937,000	Boston, . .	341,919	748,996,000
Newburyport,	13,323	7,725,000	Chelsea, . .	20,695	17,759,000
Salem, . .	25,955	26,044,000	Fitchburg, .	12,289	11,714,000
Chicopee, .	10,331	4,972,000	Worcester, .	49,265	48,219,000
Holyoke, .	16,260	9,637,000			

The towns printed in italics appear in this class for the first time.

I also append the names of the towns having more than five thousand and less than ten thousand inhabitants, arranged in three groups, as follows :—

Towns having between 8,000 and 10,000.

TOWNS.	Population.	Valuation.	TOWNS.	Population.	Valuation.
Peabody, .	8,066	\$6,151,000	Westfield, .	8,429	\$7,544,000
Marlborough, .	8,424	3,493,000	Quincy, .	9,155	7,533,000
Waltham, .	9,945	9,526,000	Weymouth, .	9,819	5,591,000
Woburn, .	9,568	8,663,000	Milford, .	9,818	5,070,000

Towns having between 6,000 and 8,000.

Beverly, .	7,263	\$3,565,000	Brookline, .	6,675	\$27,490,000
Danvers, .	6,024	3,425,000	Hyde Park, .	6,316	6,545,000
Marblehead, .	7,677	3,945,000	Plymouth, .	6,370	4,096,000
Medford, .	6,627	8,737,000	Clinton, .	6,781	4,494,000
Natick, .	7,419	3,725,000			

Towns having between 5,000 and 6,000.

Amesbury, .	5,987	\$1,317,000	Middleboro', .	5,023	\$2,463,000
Andover, .	5,097	3,008,000	Leominster, .	5,201	3,980,000
Framingham, .	5,167	4,429,000	Southbridge, .	5,740	1,313,000
Wakefield, .	5,349	4,020,000	Spencer, .	5,451	2,704,000
Watertown, .	5,099	7,766,000	Webster, .	5,059	1,968,000
Dedham, .	5,756	5,960,000	Westborough, .	5,140	2,475,000

In view of the fact that, owing to the establishment of the Normal Art-School, competent teachers can be readily obtained at reasonable rates of compensation, and that nearly all of the towns in the three groups above named are the seats of successful manufacturing industries, I respectfully invite attention to the desirableness of extending the requisitions of the law to these towns, or if not to the whole number, at least to those embraced in the first and second groups. The valuation tables show that these towns have abundant means for the support of an annual class with a course of twenty-five or thirty lessons, and the experience of those towns where the experiment has been fairly tried furnishes satisfactory evidence of the value of the instruction thus given, in increasing the intelligence and skill and taste of the pupils.

DISTRICT SYSTEM.

The inquiry is often made as to the number of towns which have restored the district system, under the permission given by the Act of 1870.

The following list is taken from the returns of 1876, the names of the towns arranged by counties are given, together with the number of school districts in each; also the number of persons between five and fifteen years of age, and the average number in the districts.

COUNTIES AND TOWNS.	Number of Dis- tricts.	Persons between 5 and 15.	Average number in a district.	COUNTIES AND TOWNS.	Number of Dis- tricts.	Persons between 5 and 15.	Average number in a district.
BERKSHIRE.				FRANKLIN—Con.			
Becket, . . .	10	311	31	Shutesbury, . . .	7	105	15
Egremont, . . .	5	129	26—	Warwick, . . .	9	131	15—
Florida, . . .	6	115	19+				
Gt. Barrington, . .	13	871	67	Total: 11 towns,	75	1,707	23—
Hancock, . . .	7	107	15				
Monterey, . . .	9	159	17+	HAMPDEN.			
New Marlboro', . .	12	390	32+	Granville, . . .	11	281	25+
Richmond, . . .	6	237	40—	Ludlow, . . .	10	225	22+
Sandisfield, . . .	12	227	19—	Southwick, . . .	9	173	19+
Savoy, . . .	9	121	13	Tolland, . . .	7	87	14—
W Stockbridge, . .	7	429	61				
Total: 11 towns,	96	3,096	32+	Total: 4 towns,	37	766	21—
BRISTOL.				HAMPSHIRE.			
Attleborough, . .	20	1,501	75+	Chesterfield, . .	8	159	20—
Mansfield, . . .	8	490	61+	Cummington, . .	8	164	21—
Rehoboth, . . .	15	324	21+	Greenwich, . . .	7	95	14—
Swansea, . . .	10	230	23	Prescott, . . .	5	95	19
Total: 4 towns,	53	2,545	48	Williamsburg, . .	8	519	65—
ESSEX.				Worthington, . .	11	151	14—
Newbury, . . .	6	225	37+	Total: 6 towns,	47	1,183	25+
FRANKLIN.				WORCESTER.			
Ashfield, . . .	14	238	17	Ashburnham, . .	11	427	39—
Barnardston, . .	6	154	25+	Boylston, . . .	6	132	22
Charlemont, . . .	8	153	19+	Brookfield, . . .	8	421	53—
Erving, . . .	4	149	37+	Douglas, . . .	10	433	43+
Gill, . . .	6	99	16+	Harvard, . . .	9	254	27+
Leverett, . . .	6	125	21+	Hubbardston, . .	9	265	29+
Leyden, . . .	5	95	19	Lunenburg, . . .	8	161	20+
New Salem, . . .	8	139	17+	Rutland, . . .	10	214	21+
Northfield, . . .	12	319	27—	Sutton, . . .	12	762	63+
				Total: 9 towns,	83	3,069	37—

Whole number: towns, 45; districts, 397; school population, 12,591.
Average number in the districts, 32+.

It is but just to say that the average number in the districts which this statement gives comes very far short of revealing the true condition of the schools in these towns.

In very many of them, especially those having a large area, a sparse population, and a valuation so small as to make the support of an unnecessary number of schools a serious burden, it is not an uncommon circumstance to find schools with no more than five or six pupils, often with less than three, with inexperienced and incompetent teachers, employed solely because they are cheap, and in houses wholly, not to say disgracefully, unfit for their purpose. The inevitable results are schools of the poorest character, and a heavy taxation—all the more so because it is largely unnecessary.

I am fully aware how intensely our people, like their English ancestors, reverence and cling to the past because it *is* the past, yet I cannot relinquish the conviction that a candid and business-like examination of the "district system" in the towns where it still prevails, with especial reference to its two qualities of expensiveness and inefficiency, would result in a speedy and final abandonment of it.

TEACHERS' INSTITUTES.

Teachers' Institutes were held as follows :—

Oct. 11-13.	At Clinton, . . .	Number attending, . . .	160
Oct. 17-20.	At Petersham, . . .	Number attending, . . .	149
Oct. 25-27.	At Sheffield, . . .	Number attending, . . .	113
Nov. 8-10.	At Becket, . . .	Number attending, . . .	84
Nov. 15, 16.	At Shelburne Falls, . . .	Number attending, . . .	135

The Institutes at Clinton and Petersham were arranged for and conducted by Mr. Hubbard, the agent of the Board for Worcester County.

Mr. Walton, the agent for the western counties, made the preparatory arrangements, and conducted the Institutes in Sheffield and Becket, in Berkshire County, and Shelburne Falls, in Franklin County.

Besides the agents, the following persons gave teaching exercises at one or more of the Institutes :—

Mr. Edgerly, Superintendent of Schools at Fitchburg, on Primary Arithmetic.

Mrs. George A. Walton, on Vocal Culture and Reading, and also gave evening readings.

Mr. Kneeland, Agent of the Board for Norfolk County, on History.

Mr. Russell, Principal of Worcester Normal School, on Literature.

Miss Kingsley of Westfield, on Music.

Rev. Mr. Blake, on Language.

Mr. Dillon of the Westfield Normal School, on Mineralogy and other departments of Natural Science.

Mr. Dickinson, Principal, on Form and Methods of Teaching.

Miss Spalter of the Westfield Normal School, on the Methods of Teaching Elementary Drawing.

Lectures were given by Rev. A. D. Mayo at Petersham and Sheffield; by Prof. Sanborn Tenney of Williams College at Sheffield, Becket, and Shelburne Falls; and by Mr. Ballard, Principal of the Lenox High School at Sheffield. The Secretary of the Board gave one or more lectures at each of the Institutes.

Beside the Institutes named, preparations were made for others to be held in Middlesex County by Mr. Phipps, and in Norfolk County by Mr. Leland. Owing to a large and unexpected diminution of the income of the school fund, it became necessary to give notice to the people that they could not be held.

Indeed, the Institute at Shelburne Falls, having been extensively advertised before the reduction of income was made known, was conducted by the voluntary and unpaid services of the teachers, excepting the Agents and Secretary.

Having often expressed my convictions with reference to the value of the Institutes as an efficient and indispensable agency in the educational work of the Commonwealth, I content myself with saying that in no previous year have I observed greater earnestness and enthusiasm on the part of the teachers resorting to them for instruction, or a more cordial appreciation on the part of the people on whose invitation and generous hospitality they were held and sustained.

AGENCIES.

At my request, Mr. Walton, who has been actively and successfully engaged as an Agent of the Board in the four western counties for more than six years, has given his views of the

character and results of the work, which, with some modifications, constitute the most of this article.

In a paragraph near the close of his twelfth and last annual report, Horace Mann said :—

“There is no visible end to the labor that can profitably be bestowed upon our school system and its workings, and upon the application to it of those grand and immortal principles which belong to the science of human culture.

“In my opinion, the State could do no wiser thing than to divide its territory into districts of convenient size, and to appoint a visitor or superintendent of schools for each section. I now see far more of useful labor to be done in this field than I did when I first entered upon it; and just in proportion as the observer’s point of view rises in altitude, will the number and the importance of the subjects be increased which invite his attention.”

The need of such aids to the schools as were contemplated by Mr. Mann’s proposition, was felt by Mr. Sears upon assuming the duties of Secretary of the Board. An Assistant Librarian was appointed, who also acted as Secretary of the Board in the absence of the Secretary from the office, and in 1850 an Act was passed authorizing the employment of Visiting Agents. Six Agents were appointed under this Act, with a view to giving an impulse to the educational work of the summer term of that year. This was designed to be of temporary service, and lasted for a few weeks only; but two Agents were continued through that year. In the succeeding year an additional number was employed for portions of the time. At length, the settled policy of employing one Agent was established, and this was continued till 1871, when a special Agent was appointed for the western counties, and subsequently two more for other sections of the State.

In addition to these, however, the State Director of Art-Education is employed as an Agent of the Board, although exclusively devoted to a special branch of service.

The appointment of Agents is authorized by section 9, chapter 34 of the General Statutes, which is as follows :—

“The Board may appoint one or more suitable agents to visit the several towns and cities for the purpose of inquiring into the condition

of the schools, conferring with teachers and committees, lecturing upon subjects connected with education, *in the same manner as the Secretary might do if he were present.*"

The 4th section of the same chapter thus defines the duties of the Secretary. He shall "collect information respecting the condition and efficiency of the Public Schools, and other means of popular education ; and diffuse as widely as possible throughout the Commonwealth information of *the best system of studies and method of instruction for the young*, that the best education which Public Schools can be made to impart may be secured to all children who depend upon them for instruction."

Such are the duties of the Secretary and of the Agents acting in his stead, as stated in general but comprehensive terms in the statutes. In the proper execution of this work, the Agent must needs take note of the character and location of the school building ; of its adaptation to its purposes ; of its surroundings and its appurtenances ; of the exterior and interior construction ; of its means of heating, of lighting and ventilation ; of its appliances, or the want of them, for illustrative work ; its apparatus, laboratories, museums, libraries, etc., etc.

He should not fail to inquire into the attendance and punctuality of the pupils, and to acquaint himself with the course of study, with the order of exercises, the methods of teaching, and the classification and general management of the school.

Having made these observations, he will be able to convey to the Board a tolerably good idea of the condition of the schools. But he will also be able to make valuable suggestions to the teacher, growing out of his own observation and experience. He may, by actually taking charge of the school, show how order may be brought out of confusion ; how a change of spirit or of method may excite an interest where none existed before ; or how, by right methods of teaching, knowledge may be more naturally, and so more readily acquired, and thus time be saved. Instruction in methods will be best given in the presence of the teacher and his own class, and in the subject in hand. This, indeed, will form an essential part of the Agent's work in and for the school. To give instruction under such circumstances, without offence to the teacher, or discredit to her work with her pupils, certainly requires delicacy, tact, and good

judgment; but with these, no unfavorable impressions will be made; the teaching will be judged on its merits, and both the children and their teacher will be grateful learners. The Agent will aim to secure the attendance of the school committee upon all his lessons, as he goes from school to school.

Having learned something of the general condition and wants of the schools, the Agent will, when convenient, assemble all the teachers and committees, with such parents as have leisure and interest to attend, for the discussion of such topics as seem most suitable to the occasion.

In these meetings, he should, in a familiar way, present the rights and duties of the children and parents; the duties of committees and of neighborhoods; the claims and duties of the State; he should urge the necessity of suitable appliances for teaching; he should place in contrast different methods of teaching; he should show the pernicious influences of ignorance and illiteracy, and point out how wealth results to the people from general intelligence and scientific attainments; what sources of prosperity and happiness education furnishes to the individual and to a people. He will thus inspire an intelligent regard for the schools, not simply as nurseries of the young, but as the fountain of health and safety for the nation.

Another means in the hands of the Agent by which the schools may be directly reached, is the Teachers' Institutes, arranged, conducted and taught by him, with other competent persons. Whilst the Institute is a less direct and personal mode of reaching the individual teachers than the visits to the schools, it gives somewhat extended courses of instruction, relating to the prominent and more difficult topics of the various branches of study.

These assemblages exert a more powerful influence in arousing the people to an appreciation of the value of the schools, and to the necessity of giving them a liberal support, than any other instrumentality, including, as they do, a course of instruction, lectures upon science and upon general subjects connected with education.

Through the visits of the Agents, and by the instruction communicated at the Institutes, the committees are greatly aided in the discharge of their important and multifarious duties.

The cities and many of the large towns of the Commonwealth intrust their educational affairs to a superintendent of schools,

who, under direction of the school committee, attends to the methods of teaching, prepares the courses of study, conducts the examinations of teachers and of pupils, etc., etc.

The Agent acts less by authority than the superintendent; but seeks to do for the smaller and less populous and wealthy communities, what is done for the more favored and prosperous, by the superintendents. The Agent's work is purely advisory; but in all service that is of this character, his influence is not less than that of the superintendent of schools in a city or town. As the guest of the school committee during his visit to the schools, he has the advantage of a more intimate relation than that of the superintendent even.

The visits of the Agent are the indispensable means of keeping the Board of Education so informed of the character and condition of the schools, as to be able to devise judicious plans for their improvement. The labor of the office of the Secretary of the Board is so great, that the first Secretary devoted twelve years to its duties without a day's vacation. These labors, so great at the outset, have more than doubled; the office work has largely increased; the schools have become more numerous, and new duties are imposed by new times. There is an absolute necessity for Agents, as a means of communication between the Board and the schools.

From what has already been said, it would be inferred that the labors of the Agents have been more largely in the towns not employing superintendents; such is the fact, and especially have the towns, sparse in population and low in valuation, been aided to this additional means of supervision. And from these localities have come frequent and hearty testimonials to the value of the service.

In many places a new impulse has been imparted to the schools; more convenient houses have been provided; courses of study, uniform for all the schools, have been adopted; neighborhood and teachers' meetings have been held, and the whole administration of affairs has been sensibly improved. More careful attention is given in the schools to methods of teaching; the purposes and aims of the teachers have been elevated.

By the influence of the Agent, teachers are induced to attend the Teachers' Institutes; in some instances, all the teachers in

adjacent towns have been present at every session of the Institute, as the result of the Agent's personal solicitation. Many persons who would otherwise enter upon teaching with no special preparation, have been led to attend a Normal or Training School.

The evidence is complete that the agency service is the most effective and the most acceptable means yet devised, for extending to all the schools of the State, the results of the thought and experience of the best teachers of the present and of the past; and, as the demand increases and suitable men are found, should be extended to every section of the Commonwealth.

ACCOUNT OF EARLY SCHOOLS.

It has been a cherished purpose of mine to write a connected and more minute history of the Public Schools than has hitherto been written. But after not a little research I am forced to the conclusion that little more can be done than has been attempted by others, particularly by Mr. Mann in two reports, and by Dr. George B. Emerson in his valuable lecture before the Lowell Institute.

The fact is our educational systems fill but a brief space in the standard histories of the Commonwealth as compared with their importance in forming the character and moulding the institutions of the people, being restricted, for the most part, to scattered and incidental notices. I have already, in the twenty-ninth report, given a somewhat extended account of the legislation on this subject, beginning with the earliest enactment in 1642, and closing with the year 1826. I have also in the thirty-fourth report recited with sufficient fullness the history of the Massachusetts School Fund. The history of our system of High Schools, Academies, and Normal Schools, together with brief sketches of the institutions of the higher grades, prepared for and printed with this Report, leave little more to be done until a more thorough research into the annals of our towns shall disclose the material for a satisfactory account of the practical working of the educational forces in each from the beginning to the present times.

That vast stores of rich materials for our school history are locked up in the town and church records of the Commonwealth there can be no doubt, and I know of no greater service which

can be done for the cause of education and of free institutions among us than by searching out and publishing these materials, by the school committees in their annual reports. Indeed, those which have been in this way given to the public, within the last two or three years, give ample assurance of the value of those which remain. I most earnestly recommend that this work be taken in hand by the committees, especially of all the ancient towns. No time more opportune than the present, which opens a new century of our national existence, can be found.

Relinquishing, therefore, or deferring for the present, the purpose which I have long entertained, I must content myself with stating, or rather restating, the recorded facts respecting the origin of Public Schools in the oldest towns, and the early steps of their progress, until what was at first the result of voluntary and independent action in each town, came to be the general custom in all, and then was embodied in public law, together with calling attention to certain principles and methods of action which were then adopted and have ever since remained as the leading characteristics of our school system.

The founders of Massachusetts were highly educated, no less than earnest, Christian men and women. They fully believed what they asserted in their first public law on the subject, "that the good education of children is of singular behoofe and benefit to any Commonwealth."

Accordingly, no sooner had they built rude log-houses for their families, and the simple temple for the public worship of God, than they began the work of giving to their children that "good education," first at their own firesides, and then—and very soon—in the Public School, to the end that the rich boon might be possessed by all,—the children of the poor and unlearned no less than those of the more highly favored.

The first colonists of the Massachusetts Bay Company, with John Winthrop governor and Thomas Dudley deputy-governor, about one thousand in number, arrived in the year 1630, and settled at Boston, Charlestown, Dorchester, Roxbury, Watertown, Medford, and Lynn. Salem had been settled in 1628, and the Plymouth Colony in 1620.

A sketch of the manner in which Public Schools were established in these *first* towns will serve to illustrate the origin of the

system in the colony at large, and to throw light upon the early legislation relating thereto.

Boston.

The earliest existing record, copied from the *third* page of the town records, the first two having been destroyed, is as follows :—

“APRIL 13, 1635—Likewise it was generally agreed upon that our brother Philemon Pormont shall be entreated to become school-master for y^e teaching and nourtering of children with us.”*

While it is not certain that Pormont was the first school-master in Boston, there seems to be little room for doubt that he had charge of a Boston Free School before the completion of the fourth year after the settlement there of Winthrop and his associates.

It also appears that in the following year—August, 1636—Daniel Maude was “also chosen” to the office “of free school-master,” and that a subscription was made the same year “towards the maintenance of a free schoolmaster, Mr. Daniel Maude being now also chosen thereunto.” The names of the subscribers, and the amount subscribed by each, are recorded at the close of the volume of records above named, from which it appears that Henry Vane, then governor, John Winthrop, and Richard Bellingham, subscribed £10 each, followed by forty-two others, among whom are “Mr. Cotton and Mr. Wilson,” pastor and teacher of the first church, with subscriptions varying from four to thirty shillings each, making in all £40,—a sum equal to the salary of a Rev. Pastor or Teacher.

A tract of thirty acres of land at “Muddy River,” now Brookline, was assigned to Pormont, and the grant publicly confirmed in 1637. He remained in Boston, probably as a teacher, till 1638, when he removed with Mr. Wheelwright, whose adherent he was, to Exeter.

Maude, who was a clergyman, was called to Dover in 1642.

In the town records, under the date of 1641, appears the following :—

“It’s ordered that Deare Island (which with others had been granted to the town) shall be improved for the maintenance of a Free

* Snow’s History of Boston, p. 348.

Schoole for the Towne, and such other occasions as the *Townsmen* for the time being shall think meet, the say'd school being sufficiently provided for."

In 1644 the island was rented for the same purpose for three years. In 1647 it was again let for seven years, and in 1648 the lease was extended for twenty-one years, at a rent of £14 per annum. In the following year, the selectmen were directed to lease Long Island and Spectacle Island for the same purpose.

Thus was established, first by the voluntary subscriptions of the citizens, and then by the action of the town, the first Public School in Boston, and probably in New England, which abides till this day as the "Public Latin School in Boston." *

From time to time several persons were licensed to keep Private Schools "to teach children to write and keep accounts," but there is no reason to suppose that more than one Public School existed prior to 1684.

April, 1683, the town voted to provide *two* schools, and to allow £25 per annum for the support of each, with the understanding "that such persons as send their children to school, that are able, should pay something to the master for his encouragement."

November 22, 1684, Dea. Henry Allen, and Capt. Frarye made return that "according to a former order they had agreed with John Cole to keep a Free School, to teach the children to read and write for one year from the first of this instant, for which the town is to pay him £10 in money, and £20 in country pay as money, or at money prices." This was the first of the free writing schools. †

The town's expenses in 1686, as stated by Mr. Snow, were four hundred pounds,—one-half of the amount being for three Public Schools. ‡

Charlestown.

The following notices of the establishment of Public Schools in Charlestown, are taken from Mr. Frothingham's admirable history of the town:—

"1636, June 3. Mr. William Witherell was agreed with to keep a school for a twelve month, to bigin the 8th of August, and to have £40 this year."

* See Historical Sketch of said School, American Journal of Edneation, Vol. I., p. 210.

† Snow's History of Boston, p. 34.

‡ Ibid., p. 174.

"This simple record," says Mr. Frothingham, "is evidence of one of the most honorable facts of the time, namely, that a public school, and judging from the salary, a *free school*, at least for this 'twelve month,' was thus early established here; and on the principle of voluntary taxation." Page 65.

"The school continued to be maintained, though there is no notice of a school-house until 1648, when one was ordered to be built on 'Windmill Hill,' and paid for by general rate." Page 97.

"Mr. Witherell continued to be the 'Grammar Master' for several years.

1647. "It was agreed that a rate of 15 pounds should be gathered of the town, towards the school for this year, and the five pounds that Major Sedgwick is to pay this year (for the island) for the school, also the town's part of Mistick wear for the school forever.' The note in the margin of this record, is 'allowance granted for the town school.' Page 115. This action of the town, perhaps, gives the measure of the '*short time*' of the previous paragraph.

1671. "Benjamin Thompson was employed to keep school, and it was agreed 'that he shall be paid thirty pounds per annum by the town, and receive twenty shillings a year from each particular scholar he shall teach, to be paid him by those who send children to him to school.'"

Salem.

The following notices of the organization of the Public Schools of Salem are gathered from Felt's Annals of the town, Proctor's Centennial Address at Danvers, and the report of A. D. Small, superintendent of schools for 1875.

The first town school of which there appears to be any record, was the Grammar School, which, under different names, has existed from the date of its origin to the present time. There is some difference in the statements respecting that date. Mr. Small quotes from the inaugural address of Mr. Saltonstall, the first mayor of Salem, the following: "Salem had the honor of leading the way in the establishment of Public Schools. The Grammar School was founded in 1636, and has been continued without interruption to the present time."

Mr. Small, however, says: "The date of its foundation was 1637, according to the facts given by Felt, in his Annals of Salem"; and on a previous page of his report, he states more specifically: "In 1637, the Rev. John Fisk comes to town and opens a school, which was, *perhaps*, the first 'free school' in Massachusetts."

In his Danvers address, Mr. Proctor gives the following selectmen's order :—

"Sept., 1641. Ordered that a note be published on next lecture day, that such as have children to be kept at schoole would bring in their names, and what they will give for one whole year; and also that if any poor bodie hath children, or a childe to be put to schoole, and is not able to pay for their schooling, *that the town will pay it by a rate.*"

As introductory to the above order, Mr. Proctor says: "The first free school in the land, if not in the world, was established at Salem"; and following the order, here marks: "Here is the seed whence sprung the free schools of Massachusetts. Here it was planted, on the orchard farm of the governor (Endicott), under his own care as governor of the colony, and chairman of the selectmen of Salem."

It is proper to remark that the order, as quoted from the town records in vol. 9, p. 132, of the Essex Institute Historical Collections, bears date Sept. 30, 1644, and not 1641 as given by Mr. Proctor, and purports to be passed at a general meeting of the town. With this date Mr. Felt also agrees.

In either case the claim for the priority of the Salem schools over those of Boston and Charlestown must rest in the establishment of the Grammar School by Mr. Fisk, in 1637.

Mr. Fisk conducted the school three years, when he was succeeded by Richard Norris, in 1640, in pursuance of the following action of the town: "Young Mr. Norris chose by this assemblie to teach schoole." "This assemblie" was a general town meeting in "ye 11th month, 1639,"—that is, Feb., 1640, new style.

Mr. Norris continued in charge of the school thirty years, retiring in 1670.

Beverly.

As a part of Salem, the notices of the earliest schools must be looked for in the records of the parent town.

The first separate record is in 1656 :—

"May 10, 1656. The town made an arrangement with Samuel Kandie. To teach ordinary learning according to the utmost of his ability, and to take a faithful account, and to receive pay according to

ordinary rates. The first contract was for a year, and if the payments of scholars did not amount to £20, the town was to meet the deficiency; and if the payments exceeded that sum, he was to pay the surplus to the town." *

I copy this as affording an illustration of a mode often adopted of contracting with teachers.

Cambridge.

This town, first known as "Newtown," was selected as "a fit place for a fortified town," six months after the arrival of Winthrop, and houses were erected there in 1631. It was doubtless not far behind the other towns in making provisions for schools. I am not aware of the existence of any record of the precise date of their establishment.

The author of *New England's First Fruits*, published in London in 1643, as quoted in Mr. Paige's recent and valuable history of the town, after giving an account of the origin of Harvard College, and its "appointment to be at Cambridge (a place very pleasant and accommodate)," says: "And by the side of the Colledge a faire Grammar Schoole, for the training up of young schollars, and fitting of them for Academical Learning," etc. "Of this schoole, Master Corlett is the Mr. who has very well approved himself for his ability, dexterity and painfulness in teaching, &c."

Upon this, Mr. Paige remarks: "The precise date when the Grammar Schoole was established in Cambridge, does not appear, but before 1643 Mr. Corlett had taught sufficiently long to have acquired a high reputation for skill and usefulness." He further says that Corlett continued in office nearly half a century, until his death, February 25, 1687, at the age of 78 years—and that "in addition to his English scholars, he prepared several Indians for College."

The school has continued to the present time, and is known as the Cambridge High School.

A generous provision for the support of it, together with one at New Haven and at Hadley, was made by the will of Gov. Edward Hopkins, at whose decease, in 1657, five hundred pounds was assigned to the College and School in Cambridge,

* Stone's History of Beverly, p. 111.

in order "To give some incouragement in those foreign plantations for the breeding up of hopeful youths in a way of learning, both at the Grammar School and College, *for the service of the country in future times.*"

See an account, compiled by Mr. Walton, of this noble legacy in the appendix to this Report.

Roxbury.

The school first established in this town was the "Free Schoole of 1645—in Roxburie," which has continued to the present time, and is now known as the Latin School, although the corporate name is "The Grammar School," etc. The original agreement, in pursuance of which the school was founded, is printed in the history of the school by C. K. Dillaway, secretary of the trustees, and may be found on page 213 of the supplement to this Report. Although at the expense of repetition, a few sentences of this interesting document may be appropriately reproduced here. It is dated, "Last of August, 1645," and proceeds as follows:—

"Whereas, the Inhabitantes of Roxburie, in consideration of their religious care of posteritie, have taken into consideration how necessarie the education of their children in Literature will be to fitt them for public service, both in church and commonwealth, in succeeding ages. They therefore have agreed to erect a free schoole in the said Town of Roxburie, and to allow Twenty pounds per annum to the schoolemaster, to be raised out of the Messuages and part of the Lands of the severall donors (Inhabitantes of the said Towne) in severall proportions as hereafter followeth under their handes. And for the well ordering thereof they have chosen and elected seven feoffees who shall have power to putt in or remove the Schoolemaster, to see to the well ordering of the schoole and scholars, to receive and pay the said twenty pounds per annum to the Schoolemaster, and to dispose of any other gifte or giftes which hereafter may or shall be given for the advancement of learning and education of children."

"And for the further ratification hereof the said donors become suitors to the General Court for the establishment hereof by their authority and power, always provided *that none of the Inhabitantes of the said Towne of Roxburie that shall not join in this act with the rest of the Donors, shall have any further benefit thereby than other strangers shall have who are no Inhabitantes.*

"In witness whereof the said Donors aforesaid have hereunto subscribed their names and *sommes given yearly* the last day of August in the year of our Lord 1645."

Thus, and for the reasons given, was established the first free school in Roxbury—free, so called, but as the agreement plainly shows, not free in the modern sense of the term,—and which has continued with an unbroken line of "masters" to the present day.

Watertown.

The following notices of the early schools and schoolmasters in this town are taken from Bond's history :—

"The earliest mention of a school-house in the town records is September 17, 1649, when a rate was ordered for building one, and on the 2d of November John Sherman was appointed to build it, 22 feet long, 14 feet wide, and 9 feet between the joists."

"December 10, 1650, it was ordered to add a turrett to the school-house."

"It is supposed to have been built on Strawberry Hill, which afterwards bore the name of School-house Hill, and was near John Sherman's residence."

"The first notice of a schoolmaster in the records, is November 7, 1649, when the selectmen ordered that David Mechell (Mitchell), of Stamford, Ct., be certified of the town's desire for him to keep school."

"January 6, 1650-1, Richard Norcross was hired for one year for £30, and was allowed 2s. a head for keeping the *dry-herd*. He is the only schoolmaster mentioned until 1675; and his salary had continued the same."

"In 1667, it was declared that the school was *to be free to the inhabitants*; others (not inhabitants) to pay as before."

April 9, 1679, Richard Norcross was again employed to teach. In June, July, and August, he was to teach only Latin and writing at his own house; the other eight months, Latin and English scholars at the school-house. He was to have £20 out of the town rates for 1679 (and probably what he could obtain as tuition as before).

December 30, 1679, the town voted that Lient. Sherman is to keep school as formerly. It appears that his was not a Grammar School, for the county court, December, 1680, ordered Watertown to provide a Grammar School.

This was done August, 1681, by employing Norcross again to teach Latin and English when Capt. Sherman's time is out next April, at a salary of £25, and the "benefit of the Latin scholars over and above."

He was also employed in 1682-3, and again in 1685-6, with the provision that "Those that send children pay 3*d.* a week for each; and 'all short of £20, the town to make up'; but the town will pay for such children as their parents are unable to pay for, the selectmen being judges."

Dorchester.

March 4, 1634-5, Thompson's Island was granted by the General Court to the inhabitants of Dorchester, "to enjoy, to them, their heirs and successors which shall inhabit there forever," on the payment of 12*d.* yearly as rent to the Treasurer.

May 30, 1639, the town voted to impose a rent of £20 a year forever upon Thompson's Island, to be paid "by every person that hath proprietie in said Island," "and this towards the mayntenance of a schoole in Dorchester"; and to be paid yearly to "such a schoole-master as shall undertake to teach English, Latine and other tongues and also writing. The said schoole-master to be chosen from tyme to tyme by the freemen, and it is left to the discretion of the elders and the 'seven men' for the tyme being whether maydes shall be taught with the boyes or not." In the same year Rev. Thomas Waterhouse was chosen as the first teacher of the school thus provided for. Subsequently the island was conveyed by the individual citizens of the town, who were the proprietors, directly to the town "for the special support and establishment of the free school, that it might be more effectually and better maintained."

Owing to a want of title, the Colonial grant proved to be invalid, and the island was lost to the town; but the school was not discontinued, and has continued till the present hour.

Meanwhile, the town by its selectmen in 1648, petitioned the General Court for a grant of equivalent lands. After setting forth the facts in the case, the petition concludes with the following noble words:—

"We, therefore, not doubting of the justice and favor of the Courte towards us, and the furtherance of a free schoole amongst us (which

otherwise is likely to faile), doe humbly desire this honoured Courte to grant us some land which may help us towards the maintenance of a free schoole in lieu of that which is now taken away, and not only wee, but posteritie, while time shall last, will have cause to bless *you*, your *justice* and *piety* in advancing learninge."

To the deed of conveyance, to which the "present inhabitants, seventy-one in number, subscribed their names the Seaventh day of the Twelfth moneth in the year 1641," was appended the following :—

"Memorand. that before the subscribinge of these presents the donoures aforesayd did further agree and declare that it was and is their mynd and true intencons that if at any tyme ther shall happen and fall out a vacancie and want of a school master by meanes of death or otherwise, yet the rents and profitts ishuing and arising of the said Iland shall be converted and applied only to and for the maintenance and vse of the school either by augmenting the stipend for a schoole master or otherwise but not for any other use."

This action of Dorchester, which was two years earlier than that of Boston for a similar object, is claimed by the historian of the town, and by other distinguished writers, to be the "first public provision made for a free school in the world supported by a direct taxation or assessment on the inhabitants of a town." The petition above mentioned met with a favorable response from the General Court. "Equivalent lands" were granted, from the avails of which, and of liberal donations made by several public-spirited citizens, the school was then founded, and the other schools of the town have derived substantial support to the present day.

March 14, 1645, new style, the town adopted a series of "rules and orders concerning the school." These are comprised in seven articles. The first article furnishes the first instance, so far as I am able to learn, of the choice of a school committee, distinct from "selectmen," or "townsmen," as they were called, who had until that time the supervision of the school. I give it in full.

"*First.* It is ordered that three able and efficient men of the Plantation shall be chosen to be wardens or overseers of the school, who shall have the charge, oversight and ordering thereof, and of all things

concerning the same in such manner as is hereafter expressed, and shall continue in their office for Terme of their lives respectively, unless by reason of any of them removing his habitation out of the Towne, or for any other Weightie reason the Inhabitants shall see cause to Elect and Chuse others in their Roome, in which cases and upon the death of the same wardens, the Inhabitants shall make a new election and choice of others. And Mr. Howard, Deacon Wiswall and Mr. Atherton are elected to bee the first Wardens or overseers."

Mr. Clap remarks of this as follows: "This might be called the first school committee, an office which has probably been filled in the town from that day to the present."

Article second gave power to the wardens to "dispose of the school stock," collect the rents, issues and profits arising therefrom, and "employ and lay out the same only for the advantage of the sayed schoole and the furtherance of learning thereby."

Article third required them to "take care and doe their utmost and best endeavor that the said schools may from tyme to tyme be supplied with an able and sufficient schoole master,"—not to be admitted to the place, however, "without the general consent of the inhabitants."

Article fourth required the wardens "from tyme to tyme" to pay said master such wages out of the income of the school stock "as shall of right become due to be paid."

Article fifth required said wardens to see that the school-house be kept in good and sufficient repair, the charges of such "reparacon" to be paid out of the rents, etc., of the school stock, if sufficient, otherwise, the wardens were to "repayre to the 7 men, who shall have power to Taxe the Towne" for the deficiency.

Article sixth required the wardens to "take care that every yeare at or before the end of the 9th month, there bee brought to the schoole howse 12 sufficient cart or wayne loads for fewell," the cost to be borne by the scholars as the wardens determine.

The last article is the most important of all. Under nine heads, it defines with great clearness and particularity the duties of the teacher, both in respect to teaching and governing the school; prescribes the time for the daily opening and closing of the school, and of the dismissal at noon; requires entire impartiality of treatment of the pupils, "whether their parents

bee poore or rich"; requires him to catechise his scholars every sixth day of the week, at two o'clock in the afternoon, and on "the 2^d day, between 12 and one, to examine them what they have learned on the Saboath day preceeding"; gives him authority to use the "Rodd of Correc^tion," and sound advice as to the manner of using it; so that this "ordinance of God be not abused by over much severitie and rigour on the one hand, or by overmuch indulgence and lenitye on the other"; and concludes with rules for dealing with complaining parents. Furnishing, as this article does, the most complete and graphic view which it has been my privilege to peruse of the schools of Massachusetts, as they were founded by the fathers, and as they continued substantially to be, until comparatively recent times, I offer no apology for printing it in full, as follows:—

"*Lastly.*—The sayd Wardens shall take care that the Schoolm^r for the tyme beeing doe faythfully p^rforme his dutys in his place, as schoolm^r ought to doe, as well in other things as in these wh^{ch} are hereafter expressed, viz., First That the Schoolm^r shall diligently attend his Schoole, and doe his vtmost indeavo^r fo^r Benefitting his scholle^rs according to his best discretion, wthout vnnecessarily absentsing himself to the p^rjudice of his scholle^rs and hindering their learning.

"2^{ly}. That from the beginning of the first moneth vntill the end of the 7th, he shall eu^ry day beginn to teach at seaven of the Clock in the morning and dismissee his scholle^rs at fyue in the afternoon^e. And for the othe^r fyue months, that is, from the begin^g of the 8th moneth vntill the end of the 12th month he shall eu^ry day beginn at 8 of the Clock in the morning, and [end] at 4 in the afternoon.

"3^{ly}. Eu^ry day in the yeere the vsuall tyme of dismissing at noon shall be at 11, to beginn agayne at one, except that

"4^{ly}. Eu^ry second day in the weeke he shall call his scholle^rs together betweene 12 and one of the Clock to examine them what they haue learned on the saboath day p^rceeding at w^h tyme also he shall take notice of any misdemeano^r or outrage that any of his scholle^rs shall have committed on the saboath, to the end that at somme convenient tyme due Admonition and Correction may be administe^{red} by him according as the nature and qualitie of the offence shall require, at w^{ch} sayd examination any of the Elde^rs or othe^r Inhabitants that please may bee present, to behold his religious care herein, and to giue ther^e Countenance and app^rbation of the same.

"5^{thly}. Hee shall equally and impartially receive and instruct such

as shal be sent and committed to him fo^r that end, whithe^r there parents bee poore or rich, not refusing any who have Right and Interest in the schoole.

“6^{ly}. Such as shall be committed to him he shall diligently instruct, as they shalbe able to learne, both in humane learning and good litterature, and lykewyse in poynt of good manne^{rs} and dutifull behaviou^r towards all, specially their supio^{rs} as they shall have occasion to bee in their p^rsence, whithe^r by meeting them in the streete or otherwyse.

“7^{ly}. Every 6 day of the weeke at 2 of the Clock in the afternoone, he shall catechise his scholle^{rs} in the principles of Christian religion, eithe^r in some catechisme w^{ch} the Wardens shall p^rvide and p^rsent, or in defect thereof in some othe^r.

“8^{thly}. And because all man's indeavo^rs wthout the blessing of God must needs bee fruitlesse and vnsuccessfull, theirfore. It is to be a chief p^rte of the schoolem^{rs} religious care to commend his scholle^{rs} and his Labours amongst them vnto God by praye^r morning and evening, taking Care that his scholle^rs doe reu^endly attend during the same.

“9^{ly}. And because the Rodd of Correction is an ordinance of God, necessary sometymes to be dispensed vnto Children, but such as may easily be abused by oue^much seu^ritie and rigou^r on the one hand, or by oue^much indulgence and lenitye on the othe^r; It is therefore ordered and agreed that the schoolemaste^r for the tyme beeing shall have full powe^r to ministe^r Correction to all or any of his scholle^{rs} wthout respect of pe^rsons, according as the nature and qualitie of the offence shall require; whereto all his scholle^{rs} must bee duely subject; and no parent or othe^r of the Inhabitants shall hinde^r or go about to hinde^r the maste^r ther^ein: neu^theless yf any parent or othe^r shall think there is iust cause of Complaynt agaynst the maste^r for too much seue^ritie such shall have liberty freindly and louingly to expostulate wth such maste^r about the same; and yf they shall not attayne to satisfaction, the matte^r is then to be referred to the wardens, who shall imp^rtially Judge betwixt the maste^r and such Complaynants. And yf yt shall appeare to them that any parent shall make causelesse Complaynt against the m^r in this behalfe, and shall p^rsist in and Continue so doeing, in such case the wardens shall have powe^r to discharge the m^r of the care and charge of the Children of such parents.

“But yf the thing Complayned of be true, and that the m^r have indeed bene guiltie of ministering excessive Correction, and shall appeere to them to continue therein, notwithstanding that they have advised him otherwise, in such case, as also in the case too much lenitye or any othe^r great neglect of dutye in his place pe^rsisted in, It shall be in the powe^r of the Wardens to call the Inhabitants together to conside^r whithe^r it be not meet to discharge the m^r of his place, that

so somme other more desirable may be p^rovided. And because it is difficult, yf not Impossible, to give p^rticula^r rules yt shall reach all cases w^{ch} may fall out, therefore, fo^r a Conclusion, It is ordered and agreed in generall, that, where p^rticula^r rules are wanting, there it shall be a p^rte of the office and dutye of the Wardens to orde^r and dispose of all things that Concerne the schoole, in such sort as in thei^r wisdome and discretion they shall Judge most Conducibile fo^r the glory of God and the trayning up of the Children of the Towne in religion, learning and Civilitie :—And these orde^rs to bee continued till the maio^r p^rte of the Towne shall see cause to alte^r any p^rte thereof.”

The foregoing sketches are perhaps sufficient to show what were the methods adopted by the fathers in organizing and conducting the first Public Schools in the Commonwealth.

The example of these towns was followed by the others as soon as practicable after their settlement. In Ipswich a “Grammar Schoole was set up” as early as 1633—three years after its settlement—by John Winthrop, Jr., and twelve associates, and was continued, probably, as a Private School until 1644. It was followed, January, 1651, by the town Grammar School, which still exists.

It has been shown that these first schools were Grammar Schools, doubtless such as the leading men had been familiar with and probably educated in “at home,” in which the “Greek and Latin tounges” were taught, together with reading, writing and the keeping of accounts, and especially a careful training in the principles of Christianity was insisted upon as the only sure foundation of public and private morality. They were taught by masters, thoroughly educated men, and of high standing in the community. Such were Richard Norris, of Salem, who taught the Grammar School from 1640 to 1670 without any interruption; Elijah Corlet, the first master of the school in Cambridge, who continued in office over fifty years, and the famous Ezekiel Cheever, who arrived in this country in 1637, and taught in New Haven twelve years, was the first master at Ipswich, where he taught ten years, when he removed to Charlestown and taught nine years, and afterwards to Boston, where he was master of the Latin school thirty-eight years. He died in Boston in 1708, at the age of ninety-three, having taught for nearly seventy years.

It was in commemoration of these two celebrated teachers

that Cotton Mather wrote the following, more truthful than poetic lines :—

“’Tis Corlet’s pains, and Cheever’s, we must own,
That thou, New England, art not Sythia grown.”

Many other men of like character spent their lives in the school-room, often in a single school for twenty or thirty years, thus doing their full share in the great work of laying broad and deep the foundations of the Commonwealth.

In common with the clergymen, they received honorable, and, for the times, liberal salaries, payable at stated periods in money, and sometimes in money and “country pay,” as the circumstances of the towns dictated. These salaries ranged from £20 to £50. As we have seen, Daniel Maude’s salary in 1636 at Boston was £40, the same paid to Mr. Wilson, the first pastor. The method of raising the salary differed in the several towns. A common mode was to pay the master a fixed sum by the town, with the privilege of charging a reasonable tuition for those pupils whose parents were able to pay; or a certain amount was guaranteed by the town, the same to be collected as tuition, and the deficiency, if any, to be made up by a “rate.” But in every case, whatever might be the amount or method of remuneration, it was expressly provided that no poor children should be denied the privilege of attending the schools, the town always assuming the charge.

Often, lands were allotted to the master, as in Pormont’s case at Muddy Brook, now Brookline, and in some instances upon retiring after long and faithful services, the teacher received a pension for life.

The management of these schools was confided by the towns to a body of men, known as the “townsmen,” the “seven,” “nine,” or “twelve men” as their number might be, or as the “chosen men for ordering the Prudentials.” This was a class of town officers, created by the towns in the earliest years of their corporate existence, and clothed with large discretionary powers, as the last of the above designations indicates—a body of men still known and honored as the selectmen of our towns.

In some instances, for special reasons, as in the case of Dorchester and Roxbury, above cited, this important class of “the

Prudentials" was intrusted to a separate committee, known in Dorchester as Wardens and in Roxbury as Feoffees. But as a general fact the schools remained in the charge of the "chosen men"; and, indeed, continued to be under their control until within the present century.

As they were needed, other schools besides the Grammar School, and of a lower grade, were established, sometimes by the towns themselves, but more frequently by private persons, to which the children "resorted" to learn to read and write. These schools were, for the most part, kept by elderly women, and hence were known as "dame schools." The Grammar School, meanwhile, was "resorted to" by pupils from every "precinct or quarter" of the town who wished to pursue the higher studies, and thus came to be known as the "town school," or the "school for the benefit of all the inhabitants of the town," which last is the statute designation of the modern High School.

Such in substance is the system of Public Schools established by the voluntary action of the fathers of Massachusetts in their respective towns.

It was not till twelve years after Philemon Pormont was engaged for the "nurtouring of y^e youth of Boston," that the General Court recognized and gave the sanction of public law to the schools, and made the support of them compulsory upon every town having the requisite number of householders. This was done by the well known "order" of November 11, 1647.

Although it has been recently printed as an introduction to the last edition of the School Laws, I am constrained to reproduce it here, as a fitting summary of the preceding historical statements. Omitting the preamble, it is as follows:—

"It is therefore ordered, that every township in this jurisdiction, after the Lord hath increased them to the number of 50 householders, shall then forthwith appoint one within their towne to teach all children as shall resort to him to write and read, whose wages shall be paid either by the parents or masters of such children, or by the inhabitants in general by way of supply, as the major part of those that order the prudentials of the town shall appoint;—provided those that send their children be not oppressed by paying much more than in other towns.

"And it is further ordered, that where any towne shall increase to the number of 100 families or householders, they shall set up a gram-

mar schoole, the master thereof being able to instruct youth so far as they may be fitted for the University; provided that if any towne neglect the performance hereof above one yeare, every such towne shall pay five shillings to the next schoole till they shall perform this order."

This notable law, giving voice, as it did, to the convictions and the experience of the people, was everywhere cheerfully obeyed. On every side, as the ancient forests gave way before the hardy pioneers, in their slow but sure advance from the seaboard into the interior, the meeting-house and the school-house arose side by side with the log huts of the settlers, thus converting the desolate places of the wilderness into the homes of a Christian people,—the "seed-plots" of a higher and purer life, for ages yet to come.

No grander spectacle is presented in the history of any people than that of these ancient men, thus struggling for a scanty subsistence amid the privations and dangers of border life, and often for life itself against the attacks of a stealthy and relentless foe, and yet, as if with a prophetic prevision of the future, sparing no effort, and in their deep poverty, shrinking from no sacrifice of time or money, needful to plant the pillars of the new commonwealth—their beloved "New England," as they were wont to call it—on the everlasting foundations of universal intelligence and virtue.

Thus, within a single score of years from the landing on the shores of the bay, the new state is successfully launched, fully equipped for the voyage, we trust, of all the ages, with a good array of towns, each with a government wisely adapted to its needs, and all bound together by the strong bonds of a vigorous central government of their own creation, and administered for the common good, while the meeting-house and the school-house in every township, and "y^e Universitie" at Cambridge, were all working together "for the building up of hopeful youths in a way of learning, . . . for the service of the country in future times."*

While, as I have before said, the material for a satisfactory history of our schools is to be looked for in the records of our towns, yet we are not wholly without light from other sources.

* Gov. Hopkins, *ante*, p. 109.

The journals and correspondence of the leading men and the records of the General Court, furnish proof that the interest in the schools shown by the founders of them was transmitted to their successors.

Thus, in May, 1665, nearly twenty years after the passage of the "order" above quoted, Edward Rawson, the colonial secretary, in response to inquiries directed to him by the home government, speaks first of the provisions made at Harvard College for the instruction of the Indians, then gives an account of the law of 1647, and says, "The country is generally well provided of schools."

In 1680, four years after the close of Philip's war, which visited with desolation and death the border towns of the colony, and in which Sudbury severely suffered, the selectmen of the town, in conformity to an Act of the General Court, required returns to be made relative to the support of the ministry, the maintenance of schools and the general order of families in respect to habits of regular industry and good morals.

Early in the year, they reported their "having gone over the houses throughout the town, from house to house, and inspected and made inquiry," and "do find that all children and young persons are in a forward and growing way as to reading and catechising, and as to work and employment, they find them generally diligent and in a hopeful thriving way in all respects."

"The selectmen having also been made to know that y^e Court expects their inspection, touching persons who live from under family government, or after a dissolute and disorderly manner, to y^e dishonor of God and corrupting of youth; the selectmen, after personal inquiry into all families and quarters, in and about this town, do return this answer, *that they find none such amongst them.*"

Similar instances of the watchful care of the General Court and the hearty coöperation of the towns, are scattered through the Colonial and Provincial periods of our history in sufficient number to furnish satisfactory proof that the good education of the youth was not lost sight of or ignored in the midst of all the perturbations and embarrassments of the times. Though constantly harassed by Indian wars within their territory, and by "French and Indian" wars on their borders, and with the

inevitable train which followed them, of enormous taxation, depreciated currency, and paralyzed industries, the men of those times, nevertheless, held fast to the maxims of their fathers, and yielded a steady and cheerful obedience to the great statute of 1647. At the fireside, in the meeting-house on the Sabbath day, which they revered and honored, and in the humble school-house, the successive generations of youth were instructed in the learning of the times, and trained for the duties before them. And when in the fulness of time the great debate of freedom and independence had come, the men of the Revolution were fully equipped for the high argument, whether conducted in the halls of debate or on the fields of bloody strife. And so "a nation was born in a day."

In these centennial days, when the air is vocal with the eloquence and songs of a grateful people in honor of the Revolutionary fathers, and monumental shafts are rising on every side to perpetuate their renown, let us not forget that they were but the worthy sons of no less worthy sires. These fathers of our fathers were indeed a peculiar people—the seed wheat winnowed from the chaff of the Old World and wafted hither, to be sown in a virgin soil. From the university and the parochial school they brought the garnered science and liberal learning of their times, which they labored to bequeath to their children. They lived not for themselves alone. They acknowledged the claims of the future, and manfully strove to pay the debt. They sowed in tears that others might reap with joy. They labored that others might enter into their labors.

And now that an "abundant entrance" into these labors has been vouchsafed to us of the present generation, now that the schools which they founded and the laws which they enacted to perpetuate them are our rich inheritance, let ours be the grateful task to strengthen and perfect, and to transmit them to those who shall follow us. So shall we best serve the future and honor the past.

JOSEPH WHITE.

Boston, 1877.





A P P E N D I X.



[A.]

THE LIBRARIES OF MASSACHUSETTS.

BY H. E. SCUDDER, ESQ.

The first library of a public character in the State was necessarily that attached to Harvard College, and until near the period of the Revolution there were no other libraries, except the few private collections formed by scholars. The notion of a public popular library is essentially a modern and recent one. When the colony of Massachusetts Bay was planted, the eminent men who transferred their homes to this soil, brought with them their private libraries and their love of learning; they brought also their reverence for books and their sense of the dignity of education. In the beginning of the colony, therefore, when there was a struggle to maintain a footing on these shores, the sum of £400 sterling was appropriated to the establishment of a school or college. The school was ordered at Newtown in 1637, and the name of the town affectionately changed to Cambridge; while in 1638, on the liberal bequest of John Harvard of Charlestown, the school was placed upon a firmer foundation, and entitled Harvard College.

John Harvard left, with other property, his entire library of three hundred and twenty volumes; “‘The Hond. magistrates and Revd. Elders gave . . . out of their own libraryes to the vallue of Two hundred pound.’” President Dunster records the titles of twenty volumes given by Richard Bellingham; of thirty-seven by the Reverend Peter Bulkley of Concord, and of forty ‘choice books,’ valued at twenty pounds, by Governor Winthrop. William Hibbins, the Reverend Thomas Welde, and the Reverend Hugh Peters ‘procured from diverse Gentellmen and merchants in England . . . books to the vallue of an hundred and fifty pounds.’”* “There is not probably now a private library in America,” says Mr. G. B. Emerson, speaking of John Harvard’s library, “of the same number of volumes, so well selected and so valuable. Many of the authors, such as Beza, Chrysostom, Calvin, Luther, Bacon, and Camden, and all the classical authors,—Homer, Plutarch, and Isocrates, Lucan, Pliny, Sallust, Terence,

* J. L. Sibley in *The Harvard Book I.*, 112, with extracts from the College Records.

Juvenal, and Horace,—are hardly less valuable now than they were then.”*

The only apparent exception to the statement that the public libraries of Massachusetts were confined to that of Harvard College until near the Revolution, is in the fact of there having been a modest nucleus for a town library in the town of Concord, from a very early date. “It is probable that a library more or less public has existed in Concord for a longer period of time than in any other town in the United States. More than two hundred years ago, or in 1672, the town elected a committee to give instructions to the selectmen, and of the seventeen articles which they prepared, the third was as follows:—‘That care be taken of the Books of Marters and other bookes that belong to the Towne, that they be kept from abusive usage, and not be lent to persons more than one month at one time.’”†

These two facts, the founding of Harvard College Library, and the recognition by the town of Concord of its responsibility in the ownership and use of books, stand at the head of the record of public libraries in Massachusetts. The system of libraries in connection with educational institutions, and the system of free public town libraries, are the notable points in our subject; a third, regarding associational libraries, will also be considered.

COLLEGE LIBRARIES.

The Harvard College Library grew by occasional accretions from gift and purchase until the year 1719, when it began to receive those noble gifts from Thomas Hollis of London, which continued through his lifetime, and were carried forward by six of his name, and by many whom he influenced. The increase, both in number of books and in intrinsic value, was great, and in 1764 the collection represented more than five hundred volumes, to say nothing of tracts,—a title which, at that time, included volumes as stout as most of our miscellaneous books. The burning of Harvard Hall in 1764 caused the complete destruction of the library, one volume only, by chance one of the original books from John Harvard’s collection, John Downname’s “Christian’s Warfare against the Devill, World and Flesh,” being saved, with which to begin the foundation of a new library.

The present library of the college, then, was begun when the troubles with the mother country were approaching a crisis, and the instant response to the calls of the government of the college came from

* Education in Massachusetts, by G. B. Emerson, in lectures, delivered in a course before the Lowell Institute in Boston, by members of the Massachusetts Historical Society, Boston, 1869, page 480.

† Catalogue of the Free Public Library of Concord, Mass., January 1, 1875.

persons at home and abroad, of all shades of political sentiment. A new library, surpassing the old in freshness and value, was speedily collected. It was, upon the outbreak of hostilities, augmented slightly by the bestowal of some confiscated books; but the nearness of Cambridge to the seat of war led to the occupation of the college buildings by troops, and the dispersion of the library in several directions for safe-keeping. The books were brought back when the regular work of the college was resumed, and in 1781 the number of books was 10,059, but there was no great increase of the collection until the beginning of the present century. Then began that series of gifts and bequests which has of late years grown in volume until Harvard College Library is the largest college library in the country, and, in certain departments, as American history, in the first rank of all American libraries.

There were about 41,000 volumes in the library in 1841, when the collection was removed from Harvard Hall, which it had outgrown, to its present quarters in Gore Hall. Its rapid increase, especially of late years, convinced the government that provision for its enlargement must again be made, and plans have been formed for the extension of Gore Hall to a much greater capacity; work has already been begun on this extension. With the expansion also of the college into a university, the professional schools have accumulated special libraries, and at the last count (1875) the number of volumes in the several libraries of the University was as follows:—

College Library,	155,000
Library at the Botanical Garden,	4,000
Library at the Divinity School,	17,000
Law Library in Dane Hall,	15,000
Libraries in the Lawrence Scientific School,	3,000
Library at the Medical School,	2,000
Library at the Museum of Comparative Zoölogy,	12,000
Phillips Library at the Observatory,	3,000
Total,	<u>211,000</u>

The other colleges and professional schools in the State have each their libraries, formed contemporaneously with the founding of the institution, and growing in the usual way, by gifts, bequests, the use of special funds and appropriations from the college authorities. The following list completes the record:—

Williams College,	16,800
Andover Theological College (Trin. Cong.),	33,000
Amherst College,	30,406

Massachusetts Agricultural College, Amherst,	. . .	2,000
Newton Theological Institution (Baptist),	. . .	12,850
Tufts College,	. . . . .	14,860
Boston College (Roman Catholic),	. . . . .	10,000
Boston University,	. . . . .	6,500

It should be stated of this last-named institution, that while its growth has been very rapid, so that its latest catalogue contains the names of 745 persons connected with it, its policy has been not to form its own collection of books, but to refer its students to the group of libraries accessible to them in Boston and its immediate vicinity. Summing up the number of volumes accumulated in the several colleges and professional schools of the State, we find it to be 337,416.

ACADEMIES AND PRIVATE HIGH SCHOOLS.

Of the higher class Academies and Private High Schools in the State, those devoted to the education of girls are more fully equipped. Five such make returns with an aggregate of 13,150 books. Six Academies for both sexes have 6,424, and a list of twenty-two Public Schools, mostly of the higher grade, gives an aggregate of 21,727 books in their libraries. The sum total of Public School, Private School and College libraries embraces 378,302 volumes.

PUBLIC SCHOOL LIBRARIES.

The foregoing statement of the extent of libraries in the Public Schools of the State is somewhat remarkable for its meagreness, when one considers how strong an interest was felt in the subject forty years ago, and how vigorous an effort was made to secure a comprehensive and uniform system. The history of the movement is an instructive one.

The first formal step toward the establishment of district schools was taken when the Legislature passed the Act of April 12, 1837,* authorizing an expenditure by each district of thirty dollars for the first year, and ten dollars each succeeding year, in the purchase of books. The Board of Education was created a week later, and in the first annual report, made by Edward Everett, as chairman, and seven others, attention was called to the Act, and great emphasis laid upon its importance. The report dwelt upon the opportunity afforded to publishers and booksellers of preparing neat and inexpensive editions of books for this special purpose, but cautiously declined to recommend any measure looking to the preparation of a series of volumes at

* See Appendix A.

public expense. That the need of books for the schools was felt, is further illustrated by the action at this time (April 10, 1837) of the town authorities of Taunton, in appropriating \$800 toward the purchase of 160 shares in the Fall River Athenæum, to be used by pupils in the schools, under direction of the school committee.

In the second annual report, dated December 28, 1838, the Board constituted much as before, with Mr. Everett as chairman, returned to the subject, and accounted for the slowness of the districts in availing themselves of the Act, by the difficulty of making the necessary selection. On account of the difficulty, and the consequent inoperativeness of the Act, the Board, early in the year, had recommended to the publishers,—Marsh, Capen & Lyon of Boston,—to issue two series of books suited to the purpose,—one adapted for the use of children, and the other for a maturer class of readers. The publishers accepted the proposal, and assumed all the risks of the enterprise, agreeing to submit all the books for the approval of every member of the Board, before publication, the indorsement and recommendation of the Board giving the Common School library a semi-official character. As if anticipating criticism, the report contains a careful disclaimer of any intention on the part of the Board to compel districts to purchase these, and no other books, or these in preference to all others.

In the third annual report, made at the close of 1839, the scheme is still more fully developed, and the prospectus issued by the publishers enables one to see with how much hopefulness and how comprehensively the enterprise was started. "The School Library" was to embrace two series of fifty volumes each, the one to be in 18mo, averaging from 250 to 280 pages per volume; the other in 12mo, each volume to contain from 350 to 400 pages. The former, or juvenile series, was intended for children of ten or twelve years of age and under, the separate volumes to be sold at forty cents each; the series of larger books was for advanced scholars and their parents, the books to be sold for seventy-five cents each. Of the juvenile series, seven volumes had been published, formed partly of original matter by Miss Catharine M. Sedgwick and Mrs. Emma C. Embury, and partly of selections from Jane Taylor, Mrs. Barbauld, and Dr. John Aiken. A dozen more titles are given of books in preparation, among them "New England Historical Sketches," by Nathaniel Hawthorne. Of the advanced series, ten volumes had been issued, headed by Irving's Columbus, and containing volumes selected from Sparks's American Biography. Twenty-four additional titles are given of works in preparation.

"It is not the intention of the publishers," concludes the prospectus, "to drive these works through the press with an undue speed, in the hope of securing the market by the multiplicity of the publications

cast upon the community: they rely for patronage upon the intrinsic merits of the works, and, consequently, time must be allowed the writers to mature and systematize them."

This report was accompanied, as usual, by the report of the Secretary of the Board, Horace Mann, who devotes fifty pages or more to a consideration of the library resources enjoyed by the Commonwealth, as well as to a discussion of the paramount necessity of supplementing the school work with books to be read by the scholars. The Secretary and the Board were plainly impressed with the great importance of putting good books into the hands of those whom the State taught to read, but as yet the practical solution of the problem was seen to be mainly in the formation of District School libraries. It was because of the difficulty of forming these, that the Board took the somewhat hazardous course of superintending the issue of books expressly designed for the purpose.

The interest in the subject was perhaps greater than the actual application of the proposed plan. Mr. Mann reports that at this time there were about fifty District School libraries, containing about ten thousand volumes, of an estimated value of thirty-two or thirty-three hundred dollars. In his judgment, the Legislature could do no one thing so acceptable to the friends of Common School education in Massachusetts, as to devise some plan by which a school library should be placed in every District School in the State. The inequality of wealth, he urged, made it easy for the rich towns to possess libraries, and difficult for the poor ones to do so, and he would have some express aid given by the State. The Board of Education returned to the subject in its fifth annual report (Jan. 1, 1842), and advised that an appropriation be made from the state school fund, reminding the Legislature that the neighboring State of New York had been very active in the matter, and now possessed Common School libraries in all the school districts of the State, between ten and eleven thousand in number, and that more than six hundred and thirty thousand volumes had thus been distributed.

The Legislature accordingly made an appropriation of fifteen dollars to each and every district that should raise at least as much in addition for the same purpose. Mr. Mann, in his report, January, 1843, applauds heartily this action, and says: "The reports of the school committees, made subsequent to the passage and promulgation of the Resolve,* abound with affirmations that it was in accordance with one of the highest wants of the community, and gratefully accepted by it." In the ten months following the approval of the Resolve, the sum of \$11,355 was drawn from the treasury by districts which had complied

* See Appendix B.

with the provision, these districts being more than a fourth part of all in the State. "When we consider," he adds, "how slow an operation it is to levy and collect a district tax (when collected with the town tax, not unfrequently requiring a year), the amount drawn is surprising, and has probably exceeded the expectations of the most sanguine. Indeed, in no inconsiderable number of the cases, where a library has been procured, the money has been raised within the district by voluntary subscription, thus superseding the tedious process of taxation. Within two years from the passage of the Resolve, a great proportion of all the districts in the Commonwealth will be supplied—not by compulsion, but by their own voluntary act—with one of the most efficient aids to individual and social elevation in the scale of being. Its crowning excellence is, that it will bring the means of improvement within reach of the poorest and hitherto most neglected class of the people."

During the next year, the interest continued, and the sum of \$11,295 was drawn from January 1 to December 31, 1843, an amount slightly less than what was drawn during the previous ten months. Meanwhile the Board of Education found its enterprise of supervising and recommending the series of books, comprised in the School Library, a somewhat thankless task. In the report rendered January 5, 1843, they answer objections which had been raised, and show by their arguments and manner that their action had been misunderstood and criticised. Jealousy, suspicion of the disinterestedness of the Board, and doubts as to their having overstepped their limits, all seem present. Other publishing houses had started libraries, and made selections.

"With none of their selections, however," continues the report, "has the Board had anything to do. They neither have recommended them, nor have they opposed their introduction into such of the school districts as have wished to purchase them. They do not deny the right or the ability of other gentlemen to make other and better selections than have been made and prepared under the supervision of the Board; and they gladly would rather encourage than retard the sale of any libraries which would have the effect to advance the intellectual and moral culture of the young. Their action in regard to school libraries has been confined to *the two series of works* originally contracted for with the firm of Marsh, Capen, Lyon & Webb, and which are now proceeding to their completion in the hands of Thomas H. Webb & Co. For the matter which is contained in these two series, and for the style and manner in which they are published and bound, the Board, in a measure, consider themselves responsible. Thirty-eight volumes, or twenty-six of the larger and twelve of the smaller series, are now before the public, and it is for them to fix their estimate

as to their value. The Board still propose to continue the publication of the two series according to their original plan, believing that in so doing they shall render a service acceptable to the public. The friends of education in all parts of our country appear to look with favor upon the enterprise, and even in England the wisdom of the measure is spoken of in terms of high commendation.

"It is hardly necessary to remark that the Board have no pecuniary or other interest in the publication of the library. The work of supervision was undertaken without compensation, solely with a view of furnishing to the school districts a series of volumes, which, from a personal examination, they could confidently recommend to the various school districts, as suitable in their literature and morals, to go into the hands of youth. It has been a work of much difficulty and vexation; but the Board will receive ample remuneration for their labor, if its results shall serve to promote their chief object in the undertaking,—the march of improvement, the spread of intelligence, and the promotion of virtue."

Pursuing the fortunes of the general scheme for establishing libraries in the school districts, we find that in the next year (1844) \$4,875 was drawn under the Resolves, representing three hundred and twenty-five libraries; it was then estimated that about two-thirds of all the districts outside of Boston had availed themselves of the privilege. The plan was still fresh and popular. "Since the adoption of this measure," writes Mr. Mann at this time, "I have read three sets of the annual reports of the school committee,—amounting to nine hundred in number,—and from one town only has there been a dissenting voice,—a degree of unanimity probably unparalleled in regard to any measure of any kind ever adopted in the State which involved the necessity of self-taxation by the people."

The sum drawn during the year 1845 was but \$1,470, and the explanation is given that the greater proportion of the districts were then supplied. A list of towns is appended which had not availed themselves of the bounty, numbering only twenty-two. But though almost all the districts had made a beginning, there are no indications that yearly appropriations for the maintenance of the several libraries were continued, and in 1846 the amount drawn had dwindled to \$360.

At the close of 1848, it was estimated that the number of volumes in the school libraries of 297 towns was 91,539, with an estimated value of \$42,707. It is evident that there was some force in the movement which had been so earnestly started by those to whom the State was accustomed to look for advice in matters pertaining to her highest interests; it is equally clear that the scheme had not in its conditions of permanance, and that to secure further results, even to maintain the position acquired, it would have been necessary to command a

steady, persistent pressure in a great multitude of small neighborhoods. The almost total disappearance of these District School libraries as separate collections at the present time, would be a most discouraging fact if there were not other facts, soon to be discovered, which forbid the inference that there was not sufficient interest in the matter to keep popular libraries in existence. The truth is, that while the principle, asserted by the originators of the movement, is a sound one, that free public libraries are a necessary adjunct to free public schools, experience has shown that it is neither necessary nor wise that the libraries should form a part of the school system. The District School buildings afford, except in rare instances, very imperfect quarters for libraries, and the care and proper use of the books require an oversight and close attention which cannot be expected of teachers. The movement had all the advantage which enthusiasm and earnestness could give it, but it was impracticable, and could not withstand the silent opposition of a multitude of practical objections.

ASSOCIATION LIBRARIES.

The people of the State, however, were not entirely dependent either upon the libraries of the colleges, or those of the schools. The simple expedient of social libraries, by which, under different forms, a number of persons in a neighborhood combined to procure for each the advantage of a large private library, was resorted to in the early years of the new life which sprang up after the Revolution. Before the Revolution, there is scarcely a sign of such libraries in Massachusetts. In Boston, where we should most naturally look for them, there were none, and the only resources aside from Harvard Library and private collections, lay in one or two circulating libraries, established by booksellers. The explanation is perhaps in the character of society in the town. The highest in rank and culture had their own private libraries, and the poorest had little stimulus to reading. There was not, as in Philadelphia, a large class of independent tradesmen and mechanics who would naturally combine for this purpose. Franklin says rightly, that the Philadelphia Library Company, which he was largely instrumental in founding, in 1730, was "the mother of all the North American subscription libraries," but its influence did not extend largely to Massachusetts until the period of the Revolution. Franklin's own testimony is strong as to the difficulty which a youth had in Boston in obtaining abundance of reading.

The origin of the largest of these libraries in Massachusetts is interesting, as showing the character of the class that most felt the need of such an association. It had a distinctly literary beginning and purpose, and it has been carried forward by a momentum given to it by men either themselves authors or largely concerned in litera-

ture and scholarship, men of generous education, and of wide views in matters of commerce and politics.

In 1803 there was established in Boston "The Monthly Anthology, or Magazine of Polite Literature." The founder of the magazine, Phineas Adams, carried it on for six months only, when it was taken up by the booksellers, Munroe & Francis, who secured as editor Rev. W. Emerson. He attracted other writers, but there was no formal organization until 1805, when the conductor and chief contributors formed the Anthology Society. "The society," says Josiah Quincy, in his "History of the Boston Athenæum," from which these facts are drawn,—“the society thus formed maintained its existence with reputation for about six years, and issued ten octavo volumes from the press, constituting one of the most lasting and honorable monuments of the taste and literature of the period. Its labors may be considered as a true revival of polite learning in this country, after that decay and neglect which resulted from the distraction of the Revolutionary war, and as forming an epoch in the intellectual history of the United States.”

One of the first movements of this literary club was to form a library of periodical literature, which was then beginning to assume that prominence which has since affected literature so strongly. They established in 1806 a reading-room, with an annual subscription of \$1,600, divided among 160 shareholders; they also agreed to devote to the same purpose such profits as arose from the publication of the Monthly Anthology. The scheme grew, and in 1807 a board of trustees was constituted, who issued an address, in which they declared their intention of founding in Boston an institution similar to the Athenæum, which had recently been established in Liverpool. This institution was to contain, first: all the celebrated gazettes published in any part of the United States, with the most interesting literary and political pamphlets in Europe and America; second, magazines, reviews, and scientific journals, in the English and French languages; London and Paris newspapers, Steele's Army and Navy List, Naval Chronicle, London and Paris booksellers' catalogues, Parliamentary debates, bibliographical works, Journals of the Congress of the United States, Laws of Congress and of the State Legislatures, American State Papers, maps and charts, voyages and travels, and the interesting publications of the day as they should appear. From the remainder of the income they intended to buy encyclopædias of arts and sciences, in the French and English languages, standard dictionaries, critical and biographical dictionaries, and, in general, such books of reference as would be useful to merchants and scholars.

After securing a reading-room and library, the trustees of what was now incorporated as the Boston Athenæum proposed to establish, as

a part of it, a museum or cabinet, a repository of arts, a laboratory, and an apparatus for experiments in chemistry and natural philosophy, for astronomical observations and geographical improvements. This combination marks the condition of literature and science in Boston at the time, but the final result excluded everything but the library and reading-room and the repository of arts, which now appears as a gallery of paintings and of sculpture.

The property was vested in one hundred and fifty shareholders, the price of shares being \$300. In November, 1809, the volumes belonging to the institution numbered 5,750. In 1817, the American Academy of Arts and Sciences took up its quarters in the Athenæum. In 1820, the number of books was 12,647, and the Athenæum was much straitened for want of room. Shortly after this, Mr. James Perkins gave his house in Pearl Street, valued at \$20,000, and the library was moved there, where it remained until 1850, when, with about 50,000 volumes, it was moved to its present house in Beacon Street. Twice an attempt has been made, without success, to consolidate it with the free Public Library, and it now occupies its own important position, having, besides its paintings and casts, a library of 135,000 volumes, and ranking as one of the largest and best association libraries in the country. It has a special pride in the ownership of Washington's library, which was bought for \$4,000, by seventy gentlemen of Boston, Cambridge and Salem, and given by them to the Athenæum.

Under the head of Association Libraries, also, should be named the libraries of learned societies, represented in the early part of the century by the American Antiquarian Society and the Massachusetts Historical Society. Special libraries, formed by these bodies, are among the most valuable book treasures in the country. The following list contains the names and numbers of the more prominent :—

The Essex Institute, Salem,	136,273*
Massachusetts Historical Society, Boston,	66,000
American Antiquarian Society, Worcester,	58,000
New England Historic-Genealogical Society, Boston,	52,751
American Academy of Arts and Sciences, Boston,	16,000
Boston Society of Natural History,	14,000
Social Law Library, Boston,	13,000

There are special libraries in neighborhoods maintained by physicians and by farmers, the libraries of agricultural societies and farmers' clubs being fourteen in number, with an aggregate of 7,819 volumes ;

* This count includes books bound in paper, and pamphlets, the other bound books being 30,655 in number.

but the movement in favor of public town libraries has, in many cases, absorbed the special collections. The same thing, as will be seen more particularly hereafter, has occurred with regard to many of the association libraries; a great many have become incorporated with the public libraries, yet those not so incorporated have, in the main, steadily increased since the town library system came into being. Including the libraries of the classes mentioned above, we find a list of 157 libraries, with an aggregate of 807,500 books; the smallest collection being that of a musical association, with seventy-five books.

RELIGIOUS SOCIETY LIBRARIES.

Upon the same general plan of association are a number of small libraries connected with religious societies. Some of these are church libraries; some are libraries connected with Young Men's Christian Associations, though the books in such cases are not necessarily religious books, and there are a few pastors' libraries which remain with the parish for the use of each succeeding minister. The most important and numerous of this class, however, are the Sunday school libraries, which, scattered in great numbers throughout the State, furnish, especially in the more thinly settled districts, much of the reading which the young possess. The following table will show the statistics of this class of libraries:—

Congregational Library, Boston,	. . . . .	112,075*
The General Theological Library, Boston,	. . . . .	25,000
Boston Theological Library,	. . . . .	6,000
Libraries connected with religious corporations, exclusive		
of churches,	. . . . .	10,500
Sunday school libraries,	. . . . .	604,249
All others,—16 in all,	. . . . .	16,250

TOWN LIBRARIES.

The movement in favor of District School libraries was hearty and earnest, but it was short-lived. We have seen how sound it was in principle, but how defective in practical working. Yet there can be little doubt that the public spirit awakened by the agitation of the subject was rendered far more ripe than it otherwise could have been for the establishment of permanent free public libraries, which should be gathered in the towns irrespective of school districts, and be organized upon a basis entirely independent of the Public School system, while plainly allied in the closest manner with that system.

The cessation of drafts from the treasury for the establishment of District School libraries was coincident with the origin of town libraries.

* Of these, the bound books number about 23,000.

The first legislation in the State relating to public libraries is that contained in the Act approved by the Governor, May 24, 1851. The origin of the Act, which did much to aid in the establishment of free public libraries, was in the legal difficulties presented to the town of Wayland, when that town proposed to take corporate action in the establishment and maintenance of a free public library.

The town of Wayland was set off from Sudbury in the year 1780, under the name of East Sudbury, which was changed in 1835 to Wayland, in compliment to Francis Wayland, D. D., at that time President of Brown University in Rhode Island. At the commencement of Brown, in 1847, President Wayland, in an informal manner, expressed the wish to do something toward providing the inhabitants of Wayland with a public library, and hoped also by such action to stimulate the surrounding towns to take similar measures. He offered to make a gift of five hundred dollars for this purpose, and Judge Edward Mellen of Worcester, with whom he conferred, advised him to make it a condition of his gift that the same amount should be raised by the town itself. The condition was added, and Judge Mellen, without naming President Wayland, communicated the fact to the townspeople of Wayland, who at once subscribed an additional sum of five hundred and thirty-four dollars.

At a town meeting held in Wayland, March 6, 1848, Judge Mellen made a statement to the above effect, and, upon a request to name the "friend of Wayland," as he had called him, disclosed President Wayland's name, when a unanimous vote, the assembly rising with uncovered heads, was passed, that the thanks of the town be presented to President Wayland. The town then voted to accept the money, and appointed a committee to consider where and how the library purchased with it should be kept.

At this point the question was raised whether the town could legally grant money for a town library and for a building, and whether it could tax its inhabitants for the support of a library. There seemed no doubt that the town could accept and apply the money just received for the purpose mentioned, but good legal authorities denied that it could go further. The doubt was so strongly felt, that when afterward the committee recommended that a separate building be erected for a library, and a sufficient sum of money be granted for this purpose, they added a clause recommending "that it be optional with the individual tax-payers, either to pay or not to pay their respective assessments for said item." Under these careful limitations the town proceeded to provide quarters for the library and to purchase books. The library was opened and the first books delivered August 7, 1850. The fundamental principle of a free public library was sufficiently stated in the fifth article of the Library Regulations :—

"Any resident in town over the age of fourteen may have access to the library, and may take therefrom one volume at a time, provided no family has more than three volumes at a time."

The legal difficulty remained, and in 1851 the Rev. John B. Wight, who was a member of the Legislature from Wayland, applied to the chairman of the Judiciary Committee, Hon. Caleb Cushing, to prepare a law to meet the difficulty. Mr. Cushing entered heartily into the plan, but recommended Mr. Wight to prepare a bill himself, and to present it to the House direct. This he did, and he has himself stated the object aimed at in procuring the passage of the Act. "It was not merely to prevent the necessity of special legislation, whenever any city or town might wish to have such a library, but to bring the formation of free public libraries before the public mind, that it might recommend itself to universal adoption as an important supplement to the Common Schools, Academies and Colleges, in the subsequent and life-long education of the whole people."

The immediate result of this action on the part of the State, in connection with the practical working of the town library in Wayland, was to stimulate an interest in the subject and a lively enterprise in other towns. A letter from Rev. E. H. Heard of Concord, the adjoining town to Wayland, addressed in November, 1851, to Dr. Wayland, indicates the feeling at the time.

"The people at Wayland," he writes, "were never more interested than now in their library. At their last town meeting they voted to put the books belonging to the school districts into the town library. And you can hardly find a house in town in which there are not some of these books. They also voted to raise sixty dollars for the library this year. And there is to be a town library in this village. The proprietors of the circulating library voted to give it to the town, provided they would raise the largest amount of money allowed by law, every year, with which to increase it. The town accepted it, and voted the required sum. There are six or seven hundred volumes, and the tax will amount to about one hundred and fifty dollars. Many of the adjoining towns are also taking measures to establish libraries; and the time is not far distant when there will be a library in every town in the Commonwealth, and other States will not only adopt our Common School, but our town library system. Thus, by your foresight and benevolence, the town of Wayland has been enabled to take the lead in a work which will affect the moral and intellectual condition of the people, not only of this State, but of the whole country."*

The reference in Mr. Heard's letter to the union of the circulating

* A Memoir of the Life and Labors of Francis Wayland, D. D., late President of Brown University. New York, 1867. Vol. II., pp. 73, 74.

library at Concord with the public library, will bear fuller statement. We have already noticed Concord's claim to having the first public library, established in 1672. The subsequent history of the town library illustrates the development of a great many of the existing town libraries. "If, subsequently," says the catalogue, from which we have already quoted, "there were any books that could be recognized as a collection, they doubtless remained under the same vigilant care for the next century. But after that, on the 23d of February, 1786, a library company was formed in the village, with a collection, 'consisting of well-chosen books in the various branches of literature,' which were 'purchased by subscription.' On the 29th May, 1795, the Charitable Society was organized, and of the books of this institution there is a copy of the catalogue now in the Concord alcove, printed in 1805, which has 250 volumes recorded. The members of this library united with others in the organization of another, which was incorporated in 1821, under the title of the Proprietors of the Concord Social Library. This had 1,168 volumes on its shelves in 1835. This institution was merged with the town library in 1851. Two special collections, the Parish Library and the Agricultural Library, were afterwards added to the Town Library, which continued in existence till the autumn of 1873. The books and pamphlets were then transferred to the Concord Free Public Library, which was incorporated in anticipation of the completion of the building," which was given to the town by Mr. William Munroe.

The history of the Concord Free Public Library is, in brief, the history of other similar libraries. Many social libraries which had sometimes been flourishing, but more frequently had languished, were merged in the new, more permanent town libraries, while private benevolence co-operated with town legislation to make a substantial basis for these popular institutions. In New Bedford, which was the first city to establish a free public library, the proprietors of the New Bedford Social Library, which had been in existence for more than forty years, believing that the purposes for which the library was established would best be promoted by placing it at the disposal of the city government, to be made a part of the Public Library, did, for a small consideration, make over the collection of five thousand volumes to the city. The same thing took place in Worcester, when the Worcester Lyceum and Library Association, in connection with Dr. John Green, who had deposited with the association his own collection of books, transferred the entire collection to the city as a nucleus for a free public library, the transfer comprising about forty-five hundred volumes. In 1860, the Fall River Athenæum made over its books, to the value of \$3,000, to the Fall River Public Library, then established. In Clinton, in 1846, the Bigelow Mechanics' Institute began

to collect books, and was incorporated in 1852 as the Bigelow Library Association; but in 1873, when the town had taken steps to have a free library, the association gave its library of 4,408 books as a foundation. In Northampton, at the annual meeting of the town, March 19, 1860, a proposition was made by the Young Men's Institute, and accepted by the town, by which the library of 4,000 volumes belonging to the institute was made a part of the public library, then established, upon condition that the town annually appropriate for the maintenance of the library a sum equal to not less than forty cents on each of its ratable polls; and a fund of \$40,000, left to the town by John Clarke, was set apart for the increase of the library. The Winchester Library Association gave its library of 1,000 volumes to the town in 1859, on condition that the town should appropriate \$200 immediately, and \$100 at least each subsequent year. The Lancaster Library Club offered their collection of something over 600 volumes to the town in 1862, on condition that the town taxed itself for the maintenance of a library. In Lynn there was a good social library before the commencement of the present century. That died out, and in 1818 the First Social Library was established; in 1850, its collection of 1,500 volumes was transferred to the Natural History Society, incorporated in 1842. This collection in turn was made over in 1855 to the Lynn Library Association, and in 1862 the collection of 4,000 volumes, including the books also of the Young Men's Christian Association, finally rested on the shelves of the new free public library, then established, and at once fostered by the city government, which began with an appropriation of \$1,000 in 1862, and added \$1,500 in 1863. In Marlborough, the library established in 1870 received as a nucleus the books belonging to the Mechanics' Institute. The Medford Public Library likewise had its real origin in a social library, established fifty years ago, which retained its identity, and in 1856 transferred its collection of 1,125 volumes to the town.

Thus it appears that the growing system of free public libraries has to a certain extent absorbed the minor social libraries, and the proprietors of these, in a great majority of cases, have cheerfully relinquished their property to the general public. The system has also, no doubt, furnished a resting-place for many of the school libraries which were in existence when the town libraries began to spring up. In Lowell, in October, 1854, it was ordained by the city that "all funds which have been or may be obtained by the city under the Resolves of the Legislature of the Commonwealth, passed March 3, 1842, March 7, 1843, and March 11, 1844, relating to school libraries, and all sums of money heretofore voted by the city council, in order to entitle the city to the benefit of said Resolves, are hereby appropriated to the library, and the necessary apparatus for the safe-keeping of the

same, to be styled the City School Library, and to be kept for the common use and benefit of the inhabitants of the city," and in 1860 the word *school* was struck from the title. In Reading, when the public library was established in 1868, it received the libraries formerly belonging to school districts 5, 6, and 9.

So, too, private gifts began to take the direction either of establishing or of extending free public libraries. Some of these have already been mentioned. In Lawrence, the Franklin Library Association was chartered in 1847, when Hon. Abbott Lawrence gave \$1,000. He left \$5,000 more in his will, and, in 1872, the property of the association, amounting to 4,000 volumes and \$3,000, was transferred to the city, and a free public library constituted. In Gloucester, the Sawyer Free Library is largely indebted to S. E. Sawyer, who gave more than \$10,000 to it, and by his interest excited the emulation of others. In Newburyport, in like manner, Hon. Josiah Little gave \$5,000, Mathias Plant Sawyer \$5,000, Hon. Charles Jackson and Col. Samuel Swett gave liberally of books and money, and by this means the citizens were stimulated to raise more than \$20,000. The Goodnow Library, in Sudbury, was founded by the bequest of \$20,000 from John Goodnow, who gave also three acres of land and \$2,500 for a library building; the Hingham Library received from Albert Fearing more than \$31,000; the Peabody Library of Georgetown was mainly the gift of George Peabody, who gave a building and 3,000 books, and then endowed the institution with \$12,000. When the town undertook to vote a sum of money to furnish the library-room, and for other incidental expenses, Mr. Peabody would not permit it, and sent \$4,000 more to complete his gift. Special reference should be made to one of the latest of these personal favors. The poet, William Cullen Bryant, mindful of his birth-place, the town of Cummington, built there a beautiful stone library building and a house for the librarian, and started the library with more than 3,000 books, the whole gift being at a value exceeding \$20,000.

All these signs mark the special interest taken in the movement, and the gravitation to the free public libraries of existing social libraries. The popular regard for the libraries appears in these cases, and still more decidedly in others. In Newton, for many years prior to 1866, there had been maintained a good village library of 1,800 volumes by the Newton Library Association. In that year, several gentlemen gave land for a library building, at a cost of \$3,300. In 1867, Hon. J. Wiley Edmands offered to give \$10,000 for a building if the citizens would raise the same sum, and \$5,000 for the library itself on like condition. The sum of \$18,353 was immediately raised in response. Ground was broken in May, 1868. A further subscription of \$15,570 was raised, of which \$5,000 was given by J. C. Chaffin.

The whole sum raised amounted to \$54,000, all being private subscriptions, and not until 1875 was it formally surrendered to the city of Newton. The trustees of the Quincy Free Public Library, in their first report, dated February 5, 1872, say: "At the last town meeting, in March, in addition to the sums appropriated for salary of librarian, heating and care of building, and from the proceeds of the dog tax, a further amount of \$2,500 was assigned to the library, on condition that an equal sum should be raised by private subscription. For this purpose there had been contributed on October 1, *by 1,033 individuals*, in sums ranging from \$10 to \$200, a total amount of \$2,694.87. The library now consists of 4,607 volumes, of which 2,458 have been given. In this is included the valuable gift of Charles Francis Adams, which comprises 1,650 volumes of congressional and other documents and bound newspapers, making, in this respect, this library almost unique among the smaller libraries in New England as furnishing unusual facilities to the student of our history in obtaining historical and political knowledge, from original sources, of the succession of men and events which have made of this country a great nation." The history of the Brookline Library, in like manner, is the history of intelligent and hearty popular effort. It was established by a vote of the town, March 30, 1857. The sum of \$934, being one dollar for each ratable poll the preceding year, was appropriated for its foundation; and an additional sum of \$233, being twenty-five cents for each ratable poll, was voted for its maintenance and increase during the current year; these were the extreme sums which could be legally raised by taxation for the purpose. The library was opened December 2, 1857, with 900 volumes. Liberal appropriations by the town, and generous gifts from private sources, made it grow, and when in 1869 the building designed for it was completed, at a cost of \$45,000, with shelving for 44,000 volumes, 11,000 were placed in the alcoves. Then there was a fund of \$10,000 given by Mr. Gardner, and in 1873 the library numbered 16,000 volumes.

In establishing all these libraries, the foregoing notes will indicate how general has been the interest and how emphatically individual liberality and counsel have been bestowed. The reports of the several libraries disclose the great care taken to make the collections serviceable. Catalogues have been prepared, and in some instances these have been accompanied by useful hints to readers. The catalogues of the Boston Public Library and the Quincy Public Library have been especially noticeable in this regard. In Worcester, where industrial enterprises are the principal characteristic, and where there is an important technological school, pains have been taken to build in the library a special department of books relating to the useful arts, and the point has been raised whether it is not desirable for each library,

aside from its general collection, to attempt some specialty. Some of the towns make a point, as Concord, of collecting books and objects especially bearing on the town history and life. Many questions arise in the conduct of the libraries, and the reports contain the attempts at a practical solution. The question of opening libraries on Sunday has been mooted, and the following is from a report of the Worcester Library:—

“This library was the first public library in New England to open its doors to visitors on Sunday. . . . The reading-rooms of the library are open from two to nine, P. M. No books are given out in the circulating department to be taken home. The periodicals and papers can be freely used. Books are procurable also for use within the building from either department of the library. The experiment has now been tried for three years. It appears, from the yearly reports of the librarian, that the number of persons who used the reading-rooms Sundays, in the year 1872-3,—for one Sunday less than the whole year, and yet for fifty-two Sundays,—is 5,706; for 1873-4, 7,179, and for 1874-5, 10,142. The librarian is present for two hours in the afternoon to render assistance to inquirers seeking information from books. One attendant in summer, and two attendants in winter, remain in the rooms during the hours they are open, to see that they are kept comfortable, to preserve quiet, and to aid readers. These attendants are persons who do not serve the library on secular days, but who come to us only on Sunday. In regard to the character of the reading done Sundays, it may be stated that it is generally of the lighter kinds. Some persons, however, engage in study every Sunday.”

The existence and growth of this library system have given rise to special legislation, and, amongst other Acts, the Legislature, in 1869, ordered that money arising from the dog tax should be devoted to libraries and schools. For these several Acts see Appendix C.

THE BOSTON PUBLIC LIBRARY.

The most complete result of municipal action, combined with private benefaction, in the libraries of Massachusetts, has been obtained in the Boston Public Library. This institution is the growth of a single generation, but by a curious coincidence it contains upon its shelves a book which bears testimony in a mysterious fashion to some remotely antecedent library of the same name. In the Mather Papers, contained in the Prince Library, deposited in the Boston Public Library, occurs the will of John Oxenbridge, dated, “Boston in New England, the 12 day of the first month 167 $\frac{3}{4}$.” John Oxenbridge styles himself pastor of the first church in Boston, and in his will occurs the following:—

"*Item*.—To the publick Library in Boston, or, elsewhere, as my executrix overSeers shall judge best Augustin's works in 6 volum's, the Century's in 3 volum's, the Catalogue of Oxford Library, Teithemin's catalogue of Ecclesiastiele writers, also Pavens workes in 2 volumns, Peneda upon Job in 2 volumns, Enclid's Geometry, Willet on Leviticus, Davenant on the Colossians, Semit's workes, Epit. of Centurian, 2 volum."

No further trace of these books, or of the "publick Library in Boston" of 1674, has ever been discovered, but the present Public Library has been the recipient of many valuable gifts and bequests, and has been in a true sense a *public* library, supported by the people, and used by the people. The facts in the establishment of the library are briefly as follows:—

A public meeting of the citizens of Boston was held on the evening of May 5, 1841, to consider the expediency of establishing a public literary and scientific institution and a system of international exchanges, as recommended by Mons. Alexandre Vattemare of Paris. That gentleman was present, and unfolded his plans, which contemplated a union of the various literary and scientific societies of the city into one organization, with a building to contain the several libraries and collections; he proposed also a system of exchange between European and American cities of documentary volumes. The committee appointed to consider the matter reported in general terms favoring the plan, but expressing a doubt that it could be carried out at the time, owing to the commercial depression. Meanwhile M. Vattemare procured and forwarded, in 1843, a collection of valuable books, fifty in number, from the Municipal Council of the city of Paris, and in 1847 a further similar donation from the same source of forty-six volumes. These both were accepted by the city, a return in kind made, and a room in the City Hall set apart for the reception of these and such other books as might be received.

In the same year, Josiah Quincy, Jr., mayor of the city, gave expression to the general wish of the foremost citizens, when he recommended in a message to the city council, the formation of a public library, and announced that a citizen, afterward known to be himself, offered the sum of five thousand dollars for this purpose, on condition that ten thousand dollars in addition be raised, and "that the library be open to the public in as free a manner as is consistent with the safety of the property." The committee to which the message was referred reported in favor of the scheme, and recommended the passage of two orders, which were unanimously adopted, that the city of Boston held itself ready to accept donations for a public library, and that when a library of the value of thirty thousand dollars was received, it would be expedient for the city to make arrangements for its permanent location and use.

In 1848, an attempt was made to unite the city library with the Boston Athenæum, but the project failed. In 1849, Hon. Robert C. Winthrop sent to the library one hundred and eighty-seven volumes of public documents, and shortly after two hundred and nineteen volumes were given by John D. W. Williams, Esq., of Roxbury, followed by smaller gifts from various persons. In 1850, Hon. John P. Bigelow, on retiring from the mayoralty, paid over to the library fund the sum of \$1,000, by permission of friends who had subscribed that amount for a service of plate to be given him. In the same year, Hon. Edward Everett, in accordance with a promise made some time previously, presented the library with a valuable collection of public documents from the foundation of the Federal Government to the year 1840, a collection amounting to nearly one thousand volumes.

In 1852, the number of volumes in the library amounted to about 4,000, and rooms were ordered to be fitted up in the Adams school in Mason Street; but it was not until the 20th March, 1854, that the library was finally deposited there, and opened to the public. Meanwhile donations continued to flow in, and in October, 1852, a great impetus was given by the gift of Joshua Bates of London, of the sum of \$50,000, to be expended in books, on condition that the city should provide a building, and in 1853 the sum of \$10,000 was given by Hon. Jonathan Phillips. The question of location of the library was hotly discussed, but it was finally resolved to build upon the lot now occupied on Boylston Street, and in January, 1855, the board of trustees, which had been elected, called for designs for the building. On Monday, September 17, 1855, the corner-stone was laid, and on the first day of January, 1858, the building was dedicated.

Mr. Bates added to his previous gift a similar sum, to be expended in the selection of books of solid and permanent value, as a foundation for its upper department. Hon. Abbott Lawrence bequeathed \$10,000, and Hon. Jonathan Phillips added to his gift of \$10,000 a bequest of \$20,000. Miss Mary Townsend's executors appropriated \$4,000 from her estate. Rev. Theodore Parker bequeathed his collection of nearly 12,000 volumes; George Ticknor, besides giving several thousand volumes during his lifetime, left to the library his entire collection of Spanish and Portuguese books and manuscripts, with their illustrative commentaries in other languages, amounting to 4,000 volumes. "This bequest," says the superintendent of the library, "with the fund accompanying it [\$4,000], places the Boston Library immeasurably in advance in this department of any other library in America, and perhaps ranks it with such European libraries of this description as the rich collections of Holland House and the British Museum."* It should be added, that this bequest became immediately

* Article, "The Boston Public Library," in "Scribner's Monthly," December, 1871.

available through the generous action of Mr. Ticknor's widow. Henry L. Pierce gave the sum of \$5,000. Mr. T. G. Appleton presented the valuable collection of engravings, of about 10,000 in number, known as the Tosti collection.

But while these are the chief donations to the library, it is more important to note that the collection has been increased most largely by the offerings, in smaller quantities, of a great number of citizens and friends. Thus, excluding anonymous gifts, the number of donors in the first year of the library was 75 ; in the twenty-third year, 1,091 ; and the aggregate of gifts during the twenty-three years, after deducting lost and condemned books, is 101,276 volumes and 126,522 pamphlets.

This shows how widely the library has commended itself to the affections and confidence of the community, and of all who have watched its growth.

Having made this statement as to the increase of the library by donations, it is proper to state here briefly the growth of the library from both sources. Its funds amount to \$105,000, yielding a yearly income of \$6,300, and the city of Boston appropriated during the year 1874-75 the sum of \$135,000 for the expenses of the library, including under this term, binding, books, periodicals, printing of catalogues, miscellaneous printing, expense account, fuel, furniture, gas, stationery, salaries, transportation, postage, etc. The increase of the library from all sources may be stated by giving the number of volumes contained in the library in successive decades.

1852-53,	.	.	9,688	|	1872-73,	.	.	209,456
1862-63,	.	.	110,563	|	March, 1876,	.	.	299,869

These figures show that the library now stands, in point of numbers, at the head of American libraries.

The Boston Public Library has now become an organization of a complex character, employing in its service one hundred and sixteen persons, officered under a superintendent and heads of departments. The central library is formed : (1) Of Bates Hall, containing the books of more permanent value, which are all to be consulted in the building, and a large part of which can be drawn for home use ; containing also the Prince Library, formed by Thomas Prince, between the years 1697-1758, bequeathed by him to the Old South Church in Boston, and deposited by the deacons of that church in the Public Library ; the Patent Library, the Barton (Shakspeare) Library, the Ticknor Library, the Parker Library. (2) Lower Hall, containing the books of a more popular character, which are freely circulated, and a periodical reading-room. But the use of the library extends much beyond the Central Library in Boylston Street. A system of branches has been

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established, by which not only are collections of books placed in various neighborhoods, but readers are enabled to draw books from the Central Library through the agency of the branches. These branches are established in East Boston, South Boston, Roxbury, Dorchester, and Brighton.

The library is free to all who enter its doors for reference, and all citizens over sixteen years of age are entitled to draw books from it, except in the exceedingly rare cases where the discretionary power vested in the trustees withholds the privilege on account of its abuse or liability to abuse. Some slight view may be had of the circulation of books by a comparison of the statistics for different years, as follows:—

Y E A R .	Number of whole days open.	TOTAL CIRCULATION.		
		Issues.	Daily Average.	Largest No. in one day.
1855,	286	81,281	284	606*
1865,	275	194,627	708	1,464†
1875,	306	758,493	2,581	6,074‡

* February 10.

† November 19.

‡ Includes the largest of each department on any day, without regard to its being the same day.

The freedom of the library has not been followed by any evil results. A careful system of record enables the librarian to follow each book that is put in circulation, and while 758,493 volumes during 1874-75 were delivered to borrowers, eighty-five only failed to be recovered, or only one in 8,921.

While the library has been made free to all, the policy has been to make it still more useful by rendering its treasures available, and by giving a special value to the collection. This has been done in these ways:—

1. The system of cataloguing has been rendered as complete as seemed wise. During the years 1874-75, 100,000 cards were prepared in the work of rendering the books available with the least labor to the student. Then quarterly bulletins are issued containing the latest accessions, and these contain bibliographical notes, with characterizations of books and surveys of books in their literary aspects. Besides this, special lists have been prepared of history, biography, and travel, poetry and the drama, arts and sciences, with the effect of increasing a demand for the better class of reading. The use of fiction and of juveniles has, mainly by this means, been reduced in an unprecedented

manner. Having been as high as 78 per cent., it is now reduced to 69, and the gain has been entirely in the departments of history, biography and travel. The latest report of the superintendent has an interesting paragraph, which we quote, showing still further the effort made to render the library an educational institution :—

“Early in 1871, a young man one day inquired in which of Scott’s novels he could find Cromwell as a character; and his question gave rise to a determination to ascertain if an enumeration of imaginative literature in some way by which historical personages and events could be traced, would be generally desirable. A list was rapidly prepared of the most obvious instances of such books, whether in prose fiction, in dramas, or in verse, arranging the titles primarily by countries, and then by chronology; and an edition of 500 copies was struck off. The speed with which the edition was exhausted seemed to prove the point, and, as opportunity offered, considerable labor was bestowed upon the plan, and the list having swelled to several times the extent of the trial issue, it was printed and put before the public in January last; and it has been received with an avidity which argues well for the interest it has for the general reader. It was not devised as a catalogue, and so no shelf numbers were appended to the entries, which are usually mere memoranda, intended rather as suggestions. In its scope, it fitly supplements the History Class List, and the two together are doing not a little, it is hoped, to teach people the relations of books to subjects, to each other, and to the needs of intelligent readers.”*

Still more recently lists have been drawn up for the use of readers,—marking out lines of reading in history, indicating authorities to be consulted, and books to be had in successive periods.

2. The library has shown forethought in collecting what is of fugitive character, but of great value to future students. It has undertaken to illustrate the history of Boston; and while obtaining everything that it can of past material, it uses its means to preserve the current historic documents and ephemeral publications, arranging them at once in a convenient and accessible form. Upon this important point, we quote again from the recent report, the words being those of the examining committee :—

“Not long since an unfavorable comparison was drawn, in one of our popular magazines, between the foresight of such a foreign library as that of the British Museum, in gathering up every available document, no matter of how apparently ephemeral a character, which bore upon the progress of our civil war, and the deficiencies of American institutions in this regard; insomuch, it was intimated, that the future historian of the Rebellion might be compelled to go to London to obtain access to complete data for his record. Whatever justice there may be in this criticism of other American

* Twenty-third Annual Report, pp. 31, 32.

libraries, it certainly does not apply to this of Boston, for the labors of its officers seem to have been indefatigable in accumulating everything from handbills, ballads, and newspaper scraps, to the most elaborate volumes, which could serve to present to later generations an accurate portrait of the spirit of that momentous period of our national life. In all directions pertaining to the history which is making by the living generation, the managers are showing their appreciation of the teachings of experience to other librarians and book-makers, that nothing which throws light upon the ideas and tastes of an era of thought is so obscure or trivial, so common or unclean, that it is not worthy of preservation. Other libraries have learned that street ballads, play-bills, political advertisements and caricatures, and like expressions of popular opinion, which are apt to go into the wastebasket or the street-sweepings, often become the most precious of relics to the antiquarian of a later age, who seeks to restore the past to something like vitality, and have been glad to buy collections of such papers at fabulous prices; and it is therefore well that this library should be extending its hospitality to every kind of printed matter which is, in any fair sense, of historical consequence, especially welcoming contributions illustrating the growth of Boston."

In estimating the work of the Boston Public Library, it ought never to be forgotten that it owes its prosperity very largely to the wise care and attention given to it by the best men in the community. It is a reflection of popular taste and interest, but its strength is in the fact that it has from the beginning had the counsel and patient thought of such men as George Ticknor, Edward Everett, Robert Charles Winthrop, the oversight, year by year, of trustees from the most educated and intelligent classes, the attention of examining committees, and the constant watch and advice of professional and public-spirited men. It is the pride of Boston, and justly, since the public life of Boston has been freely given to it. For that feature which marks the library peculiarly, *its confidence in the public that uses it*, the credit undoubtedly belongs to Mr. George Ticknor. His own interest in the library antedated its establishment, and when plans for it began to be formed, and he was asked to take a place upon the board of trustees, he refused to do so "unless the library were to be open for the free circulation of most of its books, and unless it were to be dedicated, in the first instance, rather to satisfying the wants of the less favored classes of the community, than—like all public libraries then in existence—to satisfying the wants of scholars, men of science, and cultivated men generally." *

NUMERICAL SUMMARY.

The statistics of the libraries in the Commonwealth have never until the present time been systematically and thoroughly collected; but

* Life, Letters, and Journals of George Ticknor, Vol. II., p. 304.

there have been three separate enumerations made, and such returns as we have enable us to judge somewhat of the increase of libraries. At the end of the year 1839, when special attention had been drawn to the matter of District School libraries, the Secretary of the Board of Education reported that, as nearly as he could discover, the condition of the social libraries in the State was as follows :—

Aggregate of social libraries in the State,	299
Number of volumes,	180,028
Estimated value,	\$191,538
Number of proprietors or persons having access in their own right,	25,705
Number of towns not heard from,	16
Total population not heard from,	20,966

He states, that, in addition to the above, there were in the State from ten to fifteen town libraries; that is, libraries to which all the citizens of the town had a right of access. He estimates the whole number of volumes in these libraries to be only between three and four thousand. At the same time there were about fifty District School libraries, containing about ten thousand volumes, with an estimated value of about \$1,400. The remaining libraries enumerated are as follows :—

	Vols.
Coffin School Library, Nantucket,	1,400
American Antiquarian Society,	13,035
The libraries of Harvard, Williams, Amherst, and Andover,	88,800
Sunday school libraries, in two denominations (names not given),	150,000

The next comprehensive survey was in 1860, with the following results :—

Number of public libraries reported,	45
Number of volumes contained in them,	201,706
Annual additions to same, in volumes,	22,102
Number of volumes drawn during the year,	510,657

No attempt was made to obtain returns from social libraries, or libraries connected with educational institutions.

A third enumeration was made in 1867, showing the following results :—

Number of public libraries reported,	50
Number of volumes contained in them,	345,588
Annual additions, in volumes,	19,995
Number of volumes drawn during the year,	886,172

A return of social libraries is made at the same time, but, as the secretary says, is obviously not full and accurate :—

Number of social libraries,	265
Number of volumes contained in them,	643,886

In 1872, returns were received, showing,—

Number of free public libraries,	82
Number of volumes in same,	564,479
Addition in 1871,	50,130
Number of volumes delivered during the year,	1,345,179
Number of social libraries,	213
Number of volumes in same,	777,569

The latest and most thorough canvass is that made by the Massachusetts Bureau of Statistics of Labor during the year 1875. Great pains have been taken to secure full and accurate information, and it is to the hitherto unpublished results, kindly offered by the superintendent, that we have been indebted for much of the statistical matter contained in this Report. The summary drawn up by the bureau presents the following figures, which may be taken as the most complete summary yet obtained of the libraries of Massachusetts. It will be observed that the classification differs somewhat from that adopted in this Report, as indeed it differs from the classification followed in previous canvasses, being much more explicit. It is to be hoped that future censuses will adopt the method of this, in order that there may be a means of comparison from time to time.

Libraries of Massachusetts, Census of 1875.

CLASSIFICATION.	Number.	Bound in paper, including pamphlets.	Other bound books.	Yearly circulation.	Amount of endowment.	Yearly income from fund.	Reading-rooms.	Value of library building when owned.
Public,	172	143,385	968,123	3,064,335	581,888	40,060	53	1,312,740
Public and private school,	61	14,252	92,649	40,475	59,100	3,835	4	77,000
College,	7	157,700	293,566	297,218	204,200	12,154	3	145,000
Scientific and artistic,	54	249,495	365,030	90,679	333,562	33,045	20	1,008,789
Hospital,	5	1,055	6,741	15,000	5,000	400	1	—
Association (secular),	120	10,765	219,351	426,296	26,900	1,601	19	39,000
Private circulating,	88	9,302	113,796	701,398	—	—	—	—
Church,	65	2,649	35,590	185,850	4,950	319	3	—
Sunday school,	1,276	18,050	604,249	3,081,684	10,325	614	—	—
Association (religious),	26	104,993	70,917	70,193	9,100	521	4	225,000
THE STATE,	1,874	711,646	2,770,012	7,973,128	\$1,235,025	\$92,639	107	\$2,807,520

[APPENDIX A.]

AN ACT authorizing School Districts to establish Libraries for the use of Common Schools.

SECT. 1. Each legally constituted school district in this Commonwealth is hereby authorized to raise money for the purpose of establishing and maintaining a common school library and apparatus for the use of the children therein, under such rules and regulations as said district may adopt: *provided*, that no greater sum than thirty dollars the first year, or ten dollars in any subsequent year, shall be expended for the purpose aforesaid.

SECT. 2. Any sum of money raised by virtue of this act, at a meeting called for the purpose, shall be assessed, collected, and paid over as other school district taxes are. [*Approved by the Governor, April 12, 1837.*]

[APPENDIX B.]

RESOLVE concerning Normal Schools and School District Libraries.

Resolved, That the sum of fifteen dollars, to be taken from the school funds, be, and the same is hereby appropriated to every school district in the Commonwealth, to be expended in books for a school district library; and that the treasurer pay said sum for said purpose to the order of the mayor of every city and the selectmen of every town, for each and every school district within the same which shall have produced evidence of having raised and appropriated fifteen dollars or more for the same object. [*Approved by the Governor, March 3, 1842.*]

RESOLVE in addition to a Resolve concerning School District Libraries.

Resolved, That the provisions of the resolve of March three, one thousand eight hundred and forty-two, concerning school district libraries, be, and the same are hereby extended to every city and town in the Commonwealth, not heretofore divided into school districts, in such manner as to give as many times fifteen dollars to every such city or town as the number sixty is contained, exclusive of fractions, in the number of children between the ages of four and sixteen years in said city or town: *provided*, evidence be produced to the treasurer, in behalf of said city or town, of its having raised and appropriated for the establishment of libraries, a sum equal to that which, by the provision of this resolve, it is entitled to receive from the school fund. [*Approved by the Governor, March 7, 1843.*]

[Chapter 63.]

RESOLVE concerning School Libraries.

Resolved, That the provisions of the resolve of March the third, in the year one thousand eight hundred and forty-two, and the resolve of March the seventh, in the year one thousand eight hundred and forty-three, be, and the same are hereby extended to every school district of every town in the Commonwealth. [*Approved by the Governor, March 11, 1844.*]

[APPENDIX C.]

LEGISLATION RESPECTING PUBLIC LIBRARIES.

[Gen. Stat., Chap. 33.]

Town and City Libraries.

SECT. 8. Each town and city may establish and maintain a public library therein, with or without branches, for the use of the inhabitants thereof, and provide suitable rooms therefor, under such regulations for its government as may from time to time be prescribed by the inhabitants of the town, or the city council.

SECT. 9. Any town or city may appropriate money for suitable buildings or rooms, and for the foundation of such library a sum not exceeding one dollar for each of its ratable polls in the year next preceding that in which such appropriation is made; may also appropriate annually, for the maintenance and increase thereof, a sum not exceeding fifty cents for each of its ratable polls in the year next preceding that in which such appropriation is made, and may receive, hold, and manage, any devise, bequest, or donation for the establishment, increase, or maintenance of a public library within the same.

Social Libraries.

SECT. 10. Seven or more proprietors of a library may form themselves into a corporation, under such corporate name as they may adopt, for the purpose of preserving, enlarging, and using such library; with the powers, privileges, duties, and liabilities of corporations organized according to the provisions of chapter sixty-eight, so far as the same may be applicable, and may hold real and personal estate to an amount not exceeding five thousand dollars in addition to the value of their books.

SECT. 11. Upon application of five or more of such proprietors, a justice of the peace may issue his warrant to one of them, directing him to call a meeting of the proprietors, at the time and place, and for

the purposes expressed in the warrant. The meeting shall be called by posting up the substance of the warrant in some public place in the town where the library is kept, seven days at least before the time of the meeting; at which, if not less than seven of the proprietors meet, they may choose a president, a clerk who shall be sworn, a librarian, collector, treasurer, and such other officers as they may deem necessary; and may determine upon the mode of calling future meetings.

SECT. 12. The treasurer shall give bond, with sufficient securities, to the satisfaction of the proprietors, for the faithful discharge of his duties.

SECT. 13. Such proprietors may, by assessments on the several shares, raise such money as they may judge necessary for the purposes of preserving, enlarging, and using the library.

[Chap. 250, Acts of 1869.]

SECT. 1. Moneys received by the treasurer of any county, under the provisions of chapter one hundred and thirty of the acts of the year eighteen hundred and sixty-seven, and not expended in the payment of damages done by dogs in accordance with the provisions of said act, shall be paid back to the treasurers of the several cities and towns of said county, in the month of January of each year, in proportion to the amount paid by said city or town to said county treasurer; and the moneys so refunded shall be expended for the support of public libraries or schools, in addition to the amount annually appropriated by said city or town for those purposes. In the county of Suffolk, moneys received by any treasurer of a city or town, under the provisions of said act, and not expended in accordance with the provisions of the same, shall be appropriated by the school committee of said city or town for the support of the public schools therein established.

SECT. 2. The last clause of section twelve of chapter one hundred and thirty of the acts of the year eighteen hundred and sixty-seven, is hereby repealed.

[Chap. 26, Acts of 1871.]

SECT. 1. The city governments of the several cities, and the selectmen of the several towns in this Commonwealth, in which may now or hereafter be public libraries, owned and maintained by said cities and towns, are hereby authorized to place in the public libraries, for the use of the inhabitants, such books, reports, and laws as have been or may be received from the Commonwealth.

[Chap. 42, Acts of 1872.]

SECT. 1. Whoever wilfully and maliciously or wantonly and without cause writes upon, injures, defaces, tears, or destroys any book,

plate, picture, engraving, or statue, belonging to any law, town, city, or other public library, shall be punished by a fine of not less than five dollars nor more than fifty dollars, or by imprisonment in the jail not exceeding six months for every such offence.

SECT. 2. Chapter sixty-nine of the acts of the year one thousand eight hundred and sixty-seven is hereby repealed.

[Chap. 306, Acts of 1873.]

Any city or town may appropriate and pay such sum annually as it may see fit, toward defraying the expenses of maintaining any library within such city or town to which the inhabitants are allowed free access for the purpose of using the same on the premises.

[B.]

HIGH SCHOOLS OF MASSACHUSETTS :

THEIR ORIGIN AND PROGRESS, AND THEIR RELATION TO THE
SCHOOL SYSTEM OF THE STATE.

BY ABNER J. PHIPPS, PH. D., AGENT OF THE BOARD.

It has been well said by Bishop Fraser, in his admirable "Report on the Common School System of the United States," that to the far-seeing wisdom of the founders of the colony of Massachusetts Bay, the United States of America owe the grand idea of free Common School education.

In 1642, only twenty-two years after the landing of the Pilgrim Fathers from the "Mayflower," "the general court of the colony by a public act enjoined upon the municipal authorities the duty of seeing that *every child* within their respective jurisdictions *should be educated*." The selectmen of every township were required "to have a vigilant eye over their brethren and neighbors, and to see that none of them shall suffer so much barbarism in any of their families as not to endeavor to teach, by themselves or others, their children and apprentices so much learning as may enable them perfectly to read the English tongue, and obtain a knowledge of the capital laws, upon penalty of twenty shillings for each neglect therein."

It was not, however, until five years later, in 1647, that the idea of *free schools*, and of universal education through them, and of a penalty for neglecting to maintain them, became incorporated in the statutes, forming the basis of our present system.

By the Act of 1647, every township containing fifty householders was required to appoint a teacher "to teach all such children as shall resort to him to write and read," and every township containing one hundred families or householders was required "to set up a Grammar School," whose master should be "able to instruct youth so far as they may be fitted for the University,"—meaning Harvard College, which was organized in 1638, and chartered in 1642. For failure to comply with this requirement, a penalty of five pounds per annum was at first enacted, subsequently increased to ten, then to twenty, thirty, forty

pounds, and so on, to correspond with an increased number of families required for maintaining such schools, and with the increasing wealth of the township. All forfeitures were appropriated to the maintenance of Public Schools. By the law now (1876) in force, "a town which refuses or neglects to raise money for the support of schools as required" by the statutes, among which is a High School of the second class in every town containing five hundred families, and one of the first class in every town containing four thousand inhabitants, "shall forfeit a sum equal to twice the highest sum ever before voted for the support of schools therein."

The term "*Grammar School*," as found in the early statutes, must not be confounded with the grade of schools at present so designated, in which foreign languages are not taught, and the instruction is restricted to the more common branches of study.

The "*Grammar School*" of the seventeenth century, in which youth could "be fitted for the University," was essentially the prototype of the "*High School*" of the first class of the present century, in which instruction is given in the higher branches of an English education, embracing all the *ologies* and the *osophies* of modern times, and from many of which every year large numbers are admitted to the University and College, as thoroughly fitted in all their requirements as from the best classical schools, technically so called.

In none of the statutes, from the earliest period to the present, does the term "High" School occur; but by long and general usage, it is understood to designate the school specially provided for in which a higher education may be obtained than in the schools of a lower grade.

The idea of a higher education to be made available to all, recognized by the Act of 1647, and modified from time to time by subsequent legislation, was more fully developed and perfected nearly two centuries later, when, by the Act of 1826,—just fifty years ago,—the present system, in its leading and most important features, was established. The creation of a school fund in 1834, and the establishment of the State Board of Education in 1837, contributed very greatly to the success of the measures contemplated by the Act of 1826. By this Act, provision was made for the free education of every child in the Commonwealth in the most common and essential branches of learning, in such schools as might be established in the several "precincts," or villages, of a large township; and it was also provided, that "besides these schools," one of a higher order should "be kept for the benefit of all the inhabitants of the town," in which, at public expense, the advantages of a higher culture might be enjoyed by all who desired them, very many of whom would otherwise, from their humble circumstances, have been utterly deprived of them. This latter school was generally

designated the *Town School*, in distinction from the former, which were called *District Schools*.

Previously to the enactment of this wise and beneficent requirement, the advantages of an education, beyond the few most common and elementary branches, were confined to those whose parents could afford to send them away from home, and to incur the expense of educating them at the Academies, which, at an early period in the history of the Commonwealth, began to be established, and at Private Schools, which, to meet the increasing demand for a higher education, were springing up in many parts of the Commonwealth. It was only the favored few who could enjoy such expensive privileges. By the establishment of a school "for the benefit of all the inhabitants of the town," and maintained at the expense of the town, the child of penniless parentage, and whose "blood may be all foreign, or a cross of all the bloods of polyglot Europe, may enjoy the advantages of a higher English or classical education, as freely and as fully as the child of affluence, or the direct descendant of John Hancock." But notwithstanding their obvious advantages, the number of "Town" or High Schools did not, at first, increase as rapidly as, judging from the high appreciation in which they are now held, one might expect. In 1838, there were forty-three towns in the State, exclusive of Boston, that came within the requirements of the statute to maintain a school of this kind, and only fourteen had complied with the law. In the twenty-nine delinquent towns, the sum of \$47,776 was expended the previous year in Private Schools and Academies, while only \$74,313 was expended for the support of Public Schools. The next year, only two additional towns had established such schools. Fourteen years later, in 1852, the number had increased fourfold, sixty-four High Schools being reported, with an average salary of \$868 for the principal teacher. The next year there were seventy-six.

Of the increase and usefulness of this class of schools, and the general feeling with respect to them at this time, Dr. Sears, in his annual report as Secretary of the Board for 1854, says:—

"What particularly distinguishes the present state of education amongst us, from that of former times, is the existence of so many free High Schools. Until quite recently, such schools were found only in a few large towns. The idea of a free education did not extend beyond that given in the common District School. All higher education was supposed to be a privilege which each individual should purchase at his own expense. For this class of persons, Academies were founded by different bodies of men, to which the State sometimes made liberal donations. For want of good Public Schools, numerous select schools were opened by individuals, and crowded with pupils, which at the present time could not be sustained. It is true, a law existed requiring towns of 4,000 inhabitants, or 500 families, to maintain

what are now termed Latin and English High Schools. But how many such actually existed in the year 1848? Scarcely more than a dozen in all. When the rapid increase of our population brought many other towns within the conditions of the law that rendered the maintenance of a High School obligatory upon them, objections were urged against the law itself, and strong efforts were made to induce the legislature to repeal it. It appeared, in the course of time, that much of the opposition came from persons who were interested in Academies or Private Schools, and who were very naturally in favor of the former policy of bestowing state patronage upon such institutions. There were also petitions for the repeal of the law from a few towns whose territorial extent, or peculiar form, rendered it impossible to have a High School in any one point that should be conveniently accessible to all. But the great idea of providing by law for the education of the people in a higher grade of Public Schools prevailed, and the legislature decided, at successive trials, not only to retain the law requiring the support of High Schools, but to appropriate no more of the public lands, or of the proceeds of the school fund, for the support of schools that were not free to all. The State proceeded deliberately and firmly to bring that higher education, which is intermediate between the District School and the College, more under the control of law, and not to exempt any town having the requisite population from the obligation to maintain a High School. It went even further, and authorized smaller towns to levy a tax for the maintenance of this class of schools. Meanwhile, the reasonable objections made to the law by towns of peculiar form or extent were duly regarded, and modifications were introduced to relieve them from their embarrassment, so far as the interests of education would allow. Since that time, all opposition has ceased, and the law has been allowed to go into effect. The results have been most happy. High Schools have sprung up rapidly in all parts of the Commonwealth within the last six years, making the number about eighty. Nor is that which is gained in the wider distribution of the privileges of a higher education counterpoised by any deterioration of its quality. We have the testimony of gentlemen connected with the Colleges, that from the time they began to receive students from these recently established High Schools, the classes coming under their care have been actually improved; that the young men brought forward in these schools have generally manifested superior energy of mind and of will; and that even in those cases where their knowledge of Latin and Greek was found less accurate than that of other students, the reverse of which was generally true, they still possessed a greater amount of general knowledge and various culture, and constituted, on the whole, a better class of students. The effect of this order of schools, in developing the intellect of the Commonwealth, in opening channels of free communication between all of the more flourishing towns of the State and the Colleges or schools of science, is just beginning to be observed. They discover the treasures of native intellect that lie hidden among the people; make young men of superior minds conscious of their powers; bring those who are by nature destined to public service, to institutions suited to foster their talents; give a new impulse to the Colleges, not only by swelling the number of their students, but by raising the standard of excellence in them; and, finally, give to the public, with all the advantages of

education, men who otherwise might have remained in obscurity, or have acted their part, struggling with embarrassments and difficulties.

"Another effect of this liberal policy in regard to the Public Schools, is, that it gives the schools themselves a place in the estimation of the people which they never held before. We need not go back many years to find a prejudice against the Public Schools, and in favor of Academies and Private Schools. The latter were regarded as more respectable, and many families gave their money, and sent their children to them, as being designed for a more select class. Now the case is reversed. There are no better schools in the Commonwealth than some of our public High Schools, and to these families of the highest character now prefer to send their children.* This makes our schools common in the best sense of the word; common to all classes; nurseries for a truly republican feeling; public sanctuaries, where the children of the Commonwealth fraternally meet, and where the spirit of caste and of party can find no admittance."

The following statement is made by Mr. Boutwell, then Secretary of the Board, in the twenty-fourth annual report,—the one for 1860 :—

"In 1856, there were eighty High Schools in the State, and in seventy of these the Greek and Latin languages are taught. There are now known to be one hundred and two High Schools in which the Greek and Latin languages are taught, and there are many others which furnish a satisfactory English education, and elementary training in the Latin language. By the census of 1855, more than 800,000 of the inhabitants of the State were living in towns which were bound legally to maintain High Schools; and to-day, from two-thirds to three-fourths of the people of the State are in the enjoyment of the benefits of this branch of our Public School system. In many of these schools better training is furnished than was given at Harvard College at the time of the adoption of the Constitution. The studies enumerated [in the requirement of the statute] are sufficient for a good classical as well as a good business training of the youth of the Commonwealth, and I am not aware that any other State of the country or the world has made as ample provision for the education of the young."

The present Secretary of the Board, Dr. White, in the twenty-seventh annual report (for 1863), says :—

"After an experience of two and a quarter centuries, the importance of this class of schools needs not to be argued. It is gratifying to read in the annual reports of those towns where they are maintained, the uniformly high testimony in favor of their beneficent influence upon all the important

* The writer of this paper found in one of the Boston Primary Schools, last year, a son of one of Boston's wealthiest merchant princes; and quite recently, in the Cambridge High School, children of the President and of several professors in Harvard College. Also in the High School of a neighboring town, the son of one of our most eminent and honored judges, and children from other of the most aristocratic families of the place. Nor are these rare or exceptional facts.

interests of the town. The fact that they furnish to the young of the poorest classes the opportunity of fitting themselves for higher courses of classical and professional education, as well as for a successful prosecution of any honorable pursuit on which they may choose to enter, and thus powerfully aid in removing all distinction between the children of the rich and the poor, and in often developing talents of the highest order which otherwise would never have been cultivated, and so give practical power to our free institutions, as well as a beautiful exemplification of them, must of itself commend these schools to the highest place in the public estimation. When, moreover, it is remembered that a High School, generously and wisely supported, not only offers an education of a high order to all the youth, but also, as universal experience testifies, elevates the standard of general intelligence, and of public and private morality in the town, and acts as a powerful stimulus upon the children in the schools of a lower grade, thus raising these schools to a higher plane of excellence, it is difficult to find fitting language to give full expression to our sense of their value, and of the wisdom of the law which requires the towns to 'set up' and maintain them."

By an Act of the Legislature of 1865, a failure to comply with the provisions of the statute requiring the maintenance of a High School subjected the delinquent town to a forfeiture of the portion of the annual income of the school fund to which the town would otherwise be entitled.

To what extent the towns have availed themselves of the privileges and advantages which these schools afford, will appear from the following statistics:—

In 1838, there were only 14 High Schools in the State; in 1852, there were 64; in 1856, 80; in 1860, 102; in 1865, 120; in 1868, 164, and 28 of these were not required by law to be maintained; in 1869, there were 175; in 1871, 181; in 1871, only three towns that were required by law to maintain High Schools, failed to do so, and there were 39 maintained that were not required to be; in 1873, there were 190; in 1874, 208; in 1875, 212.

The following table will exhibit more clearly several items of interest in relation to the High Schools in our Commonwealth.

As preliminary to it, I will quote the requirements of the statute in relation to the maintenance of such schools.

[Chapter 38.]

SECT. 2. Every town may, and every town containing five hundred families or householders shall, besides the schools prescribed in the preceding section, maintain a school to be kept by a master of competent ability and good morals, who, in addition to the branches of learning before mentioned, shall give instruction in general history, book-keeping, surveying, geometry, natural philosophy, chemistry, botany, the civil polity of this Commonwealth and of the United States, and the Latin language. Such last-mentioned school shall be kept for the benefit of all the inhabitants of the town,

ten months at least, exclusive of vacations, in each year, and at such convenient place, or alternately at such places in the town, as the legal voters at their annual meeting determine. And in every town containing four thousand inhabitants, the teacher or teachers of the schools required by this section, shall, in addition to the branches of instruction before required, be competent to give instruction in the Greek and French languages, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy.

Table of High Schools Maintained in Accordance with the Preceding Requirements.

[This table is based on the Census of 1875, and the School Returns for 1875-6.]

TOWNS.	No. of Families.	Population.	Valuation, 1876.	Number of High Schools.	Length of Sch'l.	No. enrolled in High School.	Salary of Principal.
<i>Barnstable Co.</i>							
Barnstable,	1,136	4,302	\$2,863,099	1	Mos. Dys. 9 -	44	\$900
Chatham,	579	2,274	881,632	1	9 10	37	950
Dennis,	885	3,369	1,646,437	1	9 -	51	630
Falmouth,	557	2,211	2,561,805	1	9 -	24	1,233
Harwich,	861	3,355	1,103,508	1	7 -	43	490
Provincetown, . . .	1,114	4,357	1,943,982	1	10 -	45	1,200
Sandwich,	837	3,417	1,442,201	1	10 -	51	1,000
Wellfleet,	517	1,988	960,940	1	10 -	42	1,000
Yarmouth,	609	2,264	1,558,494	1	9 -	*	1,116
<i>Berkshire Co.</i>							
Adams,	2,916	15,760	\$6,685,060	2	{ 9 15 9 15 }	{ 93 }	\$2,000 1,800
Gt. Barrington, . .	955	4,385	3,541,601	1	9 15	84	1,600
Lee,	858	3,900	2,027,731	1	{ 10 - 4 - }	{ 106 }	1,575
Pittsfield,	2,507	12,267	9,402,059	1	10 -	69	2,000
Sheffield,	514	2,233	1,215,178	1	9 10	43	684
Williamstown, . . .	711	3,683	1,894,373	1	9 10	45	570
<i>Bristol Co.</i>							
Attleborough, . . .	1,980	4,578	\$4,627,974	2	{ 10 - 10 - }	{ 114 }	\$1,200 1,200
Dartmouth,	857	3,434	1,909,515	1	9 -	39	600
Easton,	866	3,898	3,063,753	1	9 -	42	1,200
Fairhaven,	694	2,768	1,608,404	1	10 -	123	1,500
Fall River,	8,997	45,340	50,382,058	1	10 -	220	2,800
Mansfield,	654	2,656	1,187,158	1	9 -	45	900
New Bedford,	5,822	25,876	27,528,048	1	10 -	225	2,000
Taunton,	4,399	20,429	17,723,864	1	10 -	176	1,600
Westport,	715	2,912	1,483,918	1	9 -	35	700
<i>Essex Co.</i>							
Amesbury,	1,390	5,987	\$1,802,007	4	9 10†	141	\$1,000†
Andover,	1,032	5,097	4,009,874	1	9 15	73	2,000

* Not reported.

† Each.

Table of High Schools, Etc.—Continued.

TOWNS.	No. of Families.	Population.	Valuation, 1876.	Number of High Schools.	Length of Sch'l.	No. enrolled in High School.	Salary of Principal.
<i>Essex—Con.</i>					Mos. Dys.		
Beverly, . . .	1,790	7,263	\$8,931,663	1	9 15	101	\$1,600
Bradford, . . .	531	2,347	1,423,243	1	9 15	49	1,500
Danvers, . . .	1,288	6,024	3,928,544	1	10 -	65	1,600
Georgetown, . .	547	2,214	1,047,714	1	9 -	63	1,000
Gloucester, . .	3,590	16,754	9,166,267	1	10 -	190	2,000
Haverhill, . . .	3,422	14,628	10,984,538	1	10 -	164	2,000
Ipswich, . . .	856	3,674	2,211,187	1	10 -	50	1,500
Lawrence, . . .	6,806	34,907	23,329,454	1	10 -	183	2,500
Lynn, . . .	7,467	32,600	27,713,391	1	10 5	160	2,400
Marblehead, . .	1,881	7,677	4,247,711	1	10 5	61	1,600
Methuen, . . .	899	4,205	2,429,809	1	9 -	34	1,000
Newburyport, . .	3,130	13,323	1,062,203	1	10 15	217	1,900
North Andover, .	648	2,981	2,278,826	1	10 -	34	1,200
Peabody, . . .	1,821	8,066	6,763,364	1	10 -	82	1,800
Reekport, . . .	1,041	4,490	2,184,509	1	9 -	23	600
Salem, . . .	5,922	25,955	27,674,630	1	10 2	252	3,000
Salisbury, . . .	1,061	4,078	2,189,333	1	10 -	35	1,200
Saugus, . . .	568	2,578	1,888,960	1	10 -	35	1,000
<i>Franklin Co.</i>							
Deerfield, . . .	676	3,414	\$1,710,340	2	{ 8 19 8 15 }	{ 73 }	\$630 502
Greenfield, . . .	806	3,540	3,300,622	1	9 -	60	1,300
Montague, . . .	778	3,380	2,100,063	1	9 -	29	800
Orange, . . .	695	2,497	1,584,615	1	9 -	41	1,000
<i>Hampden Co.</i>							
Chicopee, . . .	2,048	10,331	\$5,861,559	2	{ 10 - 10 - }	{ 99 }	\$2,000 1,500
Holyoke, . . .	2,944	16,260	10,631,605	1	10 -	74	1,600
Monson, . . .	703	3,733	1,441,257	1	10 -	41	1,500
Palmer, . . .	926	4,572	1,854,962	1	9 -	31	815
Springfield, . .	6,981	31,053	41,742,118	1	10 -	304	3,000
Westfield, . . .	1,895	8,429	7,337,548	1	10 -	125	2,000
W. Springfield, .	857	3,739	3,081,937	1	10 -	29	1,000
<i>Hampshire Co.</i>							
Amherst, . . .	833	3,937	\$2,588,314	1	9 -	71	\$1,300
Belchertown, . .	560	2,211	1,069,399	1	9 10	38	1,000
Easthampton, . .	730	3,964	2,623,493	1	10 3	46	900
Northampton, . .	2,197	11,108	7,857,455	1	10 -	130	2,000
South Hadley, . .	666	3,370	1,921,344	2	{ 9 15 9 15 }	{ 119 }	1,500 1,000
Ware, . . .	836	4,142	1,926,153	1	10 -	34	1,200
<i>Middlesex Co.</i>							
Arlington, . . .	807	3,906	\$6,377,689	1	10 5	50	\$2,200
Ashland, . . .	508	2,211	1,468,016	1	10 -	29	1,600
Cambridge, . . .	10,976	47,838	66,081,126	1	10 -	402	4,000

Table of High Schools, Etc.—Continued.

TOWNS.	No. of Families.	Population.	Valuation, 1876.	Number of High Schools.	Length of Schl.	No. enrolled in High School.	Salary of Principal.
<i>Middlesex—Con.</i>					Mos. Dys.		
Chelmsford, .	517	2,372	\$1,504,912	2	{ 9 - 9 -	{ 53 { 33 {	\$765 520
Concord, . .	597	2,676	3,157,531	1	10 -	33	1,400
Everett, . .	819	3,651	4,380,269	1	10 -	36	1,600
Framingham, .	1,117	5,167	4,845,885	2	{ 10 - 10 -	{ 125 { 125 {	1,500 1,300
Holliston, . .	759	3,399	1,863,695	1	9 17	71	985
Hopkinton, . .	953	4,503	2,319,537	1	9 -	62	1,200
Hudson, . .	789	3,493	1,687,492	1	10 -	61	1,200
Lexington, . .	530	2,505	3,067,692	1	10 -	57	2,000
Lowell, . .	10,027	49,677	39,300,500	1	9 15	281	2,500
Malden, . .	2,287	10,843	9,731,455	1	10 -	136	2,200
Marlborough, .	1,760	8,424	3,285,860	1	10 -	75	1,800
Medford, . .	1,443	6,627	9,736,661	1	10 -	76	1,800
Melrose, . .	917	3,990	4,473,067	1	10 -	74	1,800
Natick, . .	1,594	7,419	3,708,110	1	9 10	51	1,150
Newton, . .	3,200	16,105	30,867,560	1	10 -	220	3,000
Reading, . .	779	3,186	2,377,630	1	9 15	76	1,800
Somerville, . .	4,746	21,868	29,334,350	1	10 -	210	2,400
Stonham, . .	1,230	4,984	3,129,181	1	9 10	62	2,000
Townsend, . .	554	2,196	776,758	1	3 -	56	210
Wakefield, . .	1,274	5,349	4,706,056	1	10 -	60	1,750
Waltham, . .	2,038	9,945	10,257,698	1	9 13	109	2,500
Watertown, . .	1,044	5,099	8,170,369	1	9 15	49	2,000
Winchester, . .	661	3,099	4,781,527	1	10 -	67	1,800
Woburn, . .	2,089	9,568	8,767,630	1	10 -	94	2,000
<i>Nantucket Co.</i>							
Nantucket, . .	938	3,201	\$2,446,936	1	10 -	50	\$1,350
<i>Norfolk Co.</i>							
Braintree, . .	929	4,156	\$2,733,625	1	10 -	65	\$1,500
Brookline, . .	1,338	6,675	30,769,194	1	10 -	103	3,000
Canton, . .	859	4,192	3,242,254	1	9 15	34	1,200
Cohasset, . .	523	2,197	2,411,466	1	10 -	66	1,500
Dedham, . .	1,253	5,756	6,250,090	1	10 -	81	1,800
Foxborough, . .	759	3,168	1,761,058	1	9 15	49	1,500
Franklin, . .	636	2,983	1,486,788	1	10 -	35	1,100
Hyde Park, . .	1,350	6,316	6,545,203	1	10 -	88	1,600
Medway, . .	956	4,242	1,825,077	1	10 -	47	1,000
Milton, . .	574	2,738	8,275,712	1	10 -	32	1,700
Needham, . .	934	4,548	4,576,394	2	{ 10 - 10 -	{ 22 36	1,300 800
Quincy, . .	1,941	9,155	7,203,329	1	10 -	60	1,400
Randolph, . .	892	4,061	2,471,764	1	10 -	70	1,200
Stoughton, . .	1,148	4,842	2,487,872	1	9 -	49	1,200
Walpole, . .	520	2,290	1,533,404	1	9 10	40	1,500
Weymouth, . .	2,188	9,819	6,119,045	2	{ 10 - 10 -	{ 126 { 126 {	1,200 1,300
Wrentham, . .	582	2,395	1,160,069	1	9 -	30	1,000

Table of High Schools, Etc.—Concluded.

TOWNS.	No. of Families.	Population.	Valuation, 1876.	Number of High Schools.	Length of Sch'l.	No. enrolled in High School.	Salary of Principal.
<i>Plymouth Co.</i>					Mos. Dys.		
Abington, .	776	3,241	\$1,657,879	2	10 -	100	\$1,200*
Bridgewater, .	777	3,969	2,620,298	1	9 -	76	1,500
Brockton, .	2,308	10,578	5,590,721	1	10 -	85	2,000
Duxbury, .	571	2,245	1,340,538	1	10 -	50	1,000
E. Bridgewater, .	684	2,808	1,367,826	1	10 -	83	1,200
Hingham, .	1,118	4,654	3,590,222	1	10 -	62	2,000
Middleborough, .	1,197	5,023	2,556,523	1	9 10	40	1,350
Plymouth, .	1,534	6,370	4,565,865	1	10 -	112	1,500
Rockland, .	926	4,203	2,030,697	1	10 -	59	1,400
Scituate, .	613	2,463	1,461,254	1	8 15	46	807
South Abington, .	582	2,456	1,393,904	1	10 -	47	1,200
Wareham, .	655	2,874	1,124,248	1	10 -	75	1,200
<i>Suffolk Co.</i>							
Boston, .	70,475	341,919	\$795,638,935	9	9* -	2,239	\$30,200†
Chelsea, .	4,549	20,695	18,270,619	1	10 -	188	2,700
<i>Worcester Co.</i>							
Ashburnham, .	539	2,141	\$1,112,682	1	9 -	54	\$900
Athol, .	1,062	4,134	2,855,548	1	10 -	56	1,000
Barre, .	566	2,460	1,956,812	1	9 -	61	1,000
Blackstone, .	989	4,640	2,143,923	1	9 9	49	1,200
Brookfield, .	619	2,660	1,411,318	1	9 10	43	1,200
Clinton, .	1,288	6,781	4,548,192	1	9 11	43	1,450
Douglas, .	542	2,202	922,375	1	9 5	39	925
Dudley, .	527	2,653	1,039,645	1	10 -	55	1,000
Fitchburg, .	2,694	12,289	13,217,220	1	10 -	150	2,250
Gardner, .	911	3,730	2,103,023	1	10 -	99	1,300
Grafton, .	951	4,442	1,950,459	1	10 -	40	1,500
Leicester, .	644	2,770	2,194,297	1	10 5	44	1,566
Leominster, .	1,222	5,201	3,941,878	1	10 -	124	1,800
Milford, .	2,103	9,818	5,107,290	1	10 -	104	1,800
Millbury, .	940	4,529	2,680,798	1	10 -	66	1,400
Northbridge, .	805	4,030	2,282,544	1	10 -	43	1,400
N. Brookfield, .	850	3,749	1,848,489	1	9 15	61	1,500
Oxford, .	691	2,938	1,529,756	1	10 -	40	1,200
Southbridge, .	1,137	5,740	3,219,879	1	10 -	28	1,200
Spencer, .	1,125	5,451	2,786,234	1	10 -	62	1,400
Sutton, .	639	3,051	1,469,105	1	9 -	42	750
Templeton, .	655	2,764	1,314,781	1	10 -	50	1,250
Uxbridge, .	648	3,029	1,872,254	1	10 -	40	1,035
Warren, .	675	3,260	1,557,419	1	10 -	25	1,200
Webster, .	1,095	5,059	2,486,999	1	10 -	42	1,250
Westborough, .	978	5,140	2,448,983	1	10 -	72	1,400
Winchendon, .	895	3,762	2,245,237	1	9 -	37	1,195
Worcester, .	10,608	49,265	53,488,687	1	10 -	365	3,000

* Each.

† All.

In the preceding table are enumerated one hundred and forty-eight cities and towns, having over five hundred families each, that have complied with the law requiring them to maintain High Schools.

Several of these have maintained more than one such school, making the whole number of schools included in the above, one hundred and sixty-eight. Each of these, with two or three exceptions, was kept for a period of nine months, or one hundred and eighty days, and upwards.

In addition to the above, the returns show that forty-three (43) High Schools were kept in forty-two (42) towns not required by law to maintain them; thirty-seven (37) of them from six to ten months, and six less than six months.

As these towns are particularly deserving of credit for thus *voluntarily* maintaining such schools, similar information to that presented in the preceding table is also given in respect to them.

Table of High Schools Maintained by Towns that are not Required by Statute to Maintain them.

TOWNS.	No. of Families.	Population.	Valuation, 1876.	Number of High Schools.	Length of Sch'l.	No. enrolled in High School.	Salary of Principal.
<i>Barnstable Co.</i>					Mos. Dys.		
Orleans, . . .	385	1,873	\$520,679	1	10 -	39	\$1,100
<i>Berkshire Co.</i>							
Hinsdale, . . .	329	1,571	\$858,134	1	5 -	32	\$305
Lenox, . . .	394	1,845	1,477,811	1	10 -	50	1,200
Stockbridge, . .	468	2,089	2,993,700	1	9 15	45	1,450
<i>Dukes Co.</i>							
Edgartown, . .	492	1,707	\$1,816,506	1	9 -	55	\$666
<i>Essex Co.</i>							
Manchester, . .	418	1,560	\$1,830,385	1	9 10	34	\$800
Nahant, . . .	154	766	8,119,833	1	8 -	23	1,500
West Newbury, .	471	2,021	1,122,416	1	8 -	25	560
<i>Franklin Co.</i>							
Bernardston, . .	246	991	\$126,528	1	8 15	102	\$1,000
Conway, . . .	336	1,452	836,555	1	8 -	42	700
Shelburne, . . .	357	1,590	973,093	1	9 -	41	720
<i>Hampden Co.</i>							
Brimfield, . . .	275	1,201	\$593,247	1	10 5	83	\$1,500

Table of High Schools, Etc.—Continued.

TOWNS.	No. of Families.	Population.	Valuation, 1876.	Number of High Schools.	Length of Sch'l.	No. enrolled in High School.	Salary of Principal.
<i>Hampshire Co.</i>					Mos. Dys.		
Hadley, . . .	455	2,125	\$1,473,127	1	10 -	58	\$1,000
Middlefield, . .	121	603	886,722	1	3 -	30	200
Southampton, .	259	1,050	497,224	1	6 -	30	275
Williamsburg, .	445	2,020	1,378,175	2	{ 8 - 9 - }	{ 91 }	{ 750 450 }
<i>Middlesex Co.</i>							
Ayer, . . .	445	1,872	\$1,092,883	1	10 -	45	\$1,200
Belmont, . . .	396	1,937	4,305,961	1	10 -	39	1,600
Lincoln, . . .	168	834	881,382	1	8 5	30	577
Littleton, . . .	-	950	775,066	1	3 -	36	200
Maynard, . . .	397	1,965	1,336,342	1	9 10	50	728
North Reading, .	235	979	449,198	1	8 -	25	384
Pepperell, . . .	470	1,924	1,457,142	1	6 -	34	540
Stow, . . .	261	1,022	714,050	1	6 10	49	408
Tyngsborough, .	165	665	309,502	1	3 10	40	297
Weston, . . .	266	1,282	1,737,649	1	9 10	48	1,100
Wilmington, . .	219	879	542,091	1	9 -	30	432
<i>Norfolk Co.</i>							
Holbrook, . . .	411	1,726	\$1,598,675	1	10 -	56	\$1,400
Medfield, . . .	269	1,163	1,043,036	1	6 10	28	625
<i>Plymouth Co.</i>							
Hanover, . . .	402	1,801	\$985,625	1	9 -	37	\$750
Kingston, . . .	393	1,569	1,748,679	1	9 10	44	1,400
Mattapoisett, .	335	1,361	1,266,062	1	10 -	52	1,000
<i>Worcester Co.</i>							
Bolton, . . .	241	987	\$556,372	1	10 -	48	\$800
Boylston, . . .	191	895	581,669	1	3 -	43	210
Lancaster, . . .	430	1,957	2,412,592	1	9 10	45	2,000
Mendon, . . .	282	1,176	659,572	1	6 -	42	480
Northborough, .	320	1,398	1,321,153	1	10 -	69	1,000
Petersham, . . .	301	1,203	713,469	1	9 -	15	450
Shrewsbury, . .	377	1,524	1,157,279	1	8 5	27	660
Southborough, .	429	1,986	1,401,967	1	9 -	44	1,200
Upton, . . .	480	2,125	859,936	1	9 -	60	900
Westminster, . .	426	1,712	874,917	1	5 10	46	351

Population of the State in 1875, 1,651,652

Population of 148 cities and towns maintaining High

Schools, as required by law, 1,420,308

Population of 42 towns maintaining High Schools,

not required by law, 60,956

1,481,264

Population of the 151 towns in which there are no High Schools, 170,388

From the above, it appears that instruction of a higher order is provided by the maintenance of High Schools in cities and towns embracing *more than seven-eighths* ($89\frac{2}{3}$ per cent.) *of the entire population of the State*, and this is freely offered to all of school age who desire to avail themselves of it.

In my annual report for 1874-5, I thus spoke of our High Schools :—

“The importance of this grade of school cannot be too highly estimated, in opening to all classes the gratuitous benefits of an advanced course of study, in elevating the character of the lower grades, and in their tendency to perfect and diffuse all that is valuable in our school system. When visiting the cities and towns in which these schools are maintained, I usually spend some time in inspecting them, as from such an inspection one can much better judge of the kind of education, in its quality and extent, which the children receive in the several grades of schools through which they have passed, and what further advantages this highest grade affords them. Of a large number of these schools I can speak in terms of the highest commendation, as being well supplied with apparatus for illustrating natural philosophy, chemistry, and such other subjects in the course of study as require such illustration ; with mural maps, classical and modern ; with encyclopædias, dictionaries, and other books of reference, and with the very best teachers that liberal salaries can command. Not only can a most excellent English education be obtained in them, equal and sometimes superior to that obtained in many so-called Colleges, but from many of these schools young men go to College with as thorough a preparation as the best of our New England Academies can give. About one-third of the High Schools of Massachusetts are of this class. Another third embraces schools of much excellence, giving a very fair English education, and a passable preparation for College. The remaining third is of a much lower order, being but little in advance of the average Grammar School. Their principals, though often exhibiting excellent results in the limited range of studies pursued, yet, from the lack of a thorough collegiate training, cannot give to their schools that high character which they otherwise might. Many of them have to work under great disadvantages from want of apparatus, books of reference, etc., and from the large number of classes, and variety of studies pursued, in consequence of the mongrel character of their schools. In numerous instances but one teacher is employed in such schools. These schools, however, are doing a good work, and are of great value to the towns maintaining them, which deserve great credit for annually appropriating as much for their support as their more limited means and circumstances permit.”

It is not to be disguised that here and there a few individuals, not in sympathy, for various reasons, with the common people in the higher education of their children in these free High Schools, have recently endeavored to create a prejudice against them by maintaining that the education of our Public Schools should be restricted to the most common elementary branches of study.

A discussion of this subject cannot be embraced within the limits assigned to this brief paper on the Origin and Progress of High Schools in our Commonwealth. *The fact stated above, that one hundred and ninety (190) of the cities and towns in our Commonwealth, embracing more than seven-eighths of our entire population, cheerfully maintain such schools, and more than one-fifth of these towns do so without any requirement of the statute, shows most conclusively the opinion of the great body of the people on this subject.*

[C.]

COLLEGES, HISTORICAL SOCIETIES,

AND

INSTITUTIONS FOR THE PROMOTION OF THE
ARTS AND SCIENCES.

BY OLIVER WARNER.

HARVARD UNIVERSITY.

[The University comprehends the following departments: Harvard College, the Library, the Divinity School, the Law School, the Medical School, the Dental School, the Lawrence Scientific School, the Bussey Institution, the Observatory, the Botanic Garden and Herbarium, and the Museum of Comparative Zoölogy. Only a brief history of the rise and progress of the institution is here attempted.]

HARVARD COLLEGE.

The first grant of money to Harvard College, which was appropriated for the erection of a [public] "school or college," was voted by the General Court of Massachusetts, October 28, 1636. The amount of the grant was £400, of which £200 was to be paid the next year and £200 when the work was finished. This sum was equal to "a years rate of the whole colony," and it indicated in the most striking manner the high value set upon the means for a thorough and complete course of education by the men of that day, the more influential of whom had received their education at Cambridge in the mother country.

The name of the place where the new institution was located, was then Newtown, but, by vote of the Legislature in November, 1637, afterwards changed to Cambridge, in honor of the principal men of the colony, whose graduation from the ancient seat of learning in England, thus early marked the spot where, in the wilderness just settled, the foundations were laid of the university whose fair fame was to follow in no unworthy succession that of the mother institution of their native land.

For account of the Worcester Free Institute, by accident omitted in its proper place, see Appendix F, page 348.

In March, 1639, the General Court voted "that the College shall be called Harvard College." This name was given in honor of its earliest and chief personal benefactor, Rev. John Harvard of Charlestown, who gave to the college, by his will, in 1638, the sum of £779 17s. 2d. in money, and more than three hundred volumes of books. In the same year, the first class was formed, the regular course of academic studies commenced, and the beginning made of that intellectual influence which was to be felt for so many generations.

The grant of £400 by the General Court was followed in 1640 by the right, in perpetuity, "of ferry between Charlestown and Boston," a right of no inconsiderable value at the time, and the increasing revenue of which was probably intended to meet the growing wants of the institution, which must increase with the progress of the colony.

The whole amount of grants by the Legislature of Massachusetts to Harvard College, from 1636 to 1786, the principal part of which was expended in the erection of buildings and in the payment of salaries to the president and professors, was, in sterling, £5,556 12s. 8d., and in lawful currency, £27,330 9s. 6½d., respectively equal to \$24,696.14 and \$91,101.51.

In addition to this, from 1814 to 1824, was paid to the institution ten-sixteenths of the bank tax, \$10,000 a year for ten years, amounting to \$100,000, making the whole amount of the various grants, besides gifts of lands, principally in what was then the "District of Maine," \$215,797.73. Besides the above grants of money and lands, a lottery was authorized in 1765, to raise £3,200 "for the new building," probably Harvard Hall. In 1785, \$200 per annum were ordered to be paid by the Charles River Bridge Corporation, as a compensation for the ferry which had been granted to the college in 1640. In 1792, the same sum was taxed upon the West Boston Bridge Corporation. In 1794, a lottery was granted to raise £8,000 for a new building, and in 1806, another, to raise \$30,000 for a similar purpose. In 1809, a township of land in Maine was granted for the professorship of natural history.

Donations were made by individuals to Harvard College, consisting principally in money and articles estimated in money, between the years 1638 and 1848, to the amount of \$1,228,067.74.

In addition to these various donations and grants, real estate has been given by individuals and the town of Cambridge, between the years 1638 and 1841, amounting to 4,857 acres.

As illustrating the poverty of the early settlers, and their willingness to contribute towards the foundation and support of this new institution, may be mentioned the gifts, probably from such as could not command ready money for an offering, of "a great silver salt," "a silver beer-bowl," "one fruit-dish, one silver sugar-spoon, and one

silver-tipt jug," "a silver tankard," "a pewter flagon," "corn and meat," "thirty ewe-sheep with their lambs," "horses," and "lumber."

The records of the first half-century from its foundation, from 1636 to 1686, show only grants from the General Court of £550 sterling and £2,870 currency, not including the income from the "ferry grant," and donations from individuals of £5,091 sterling and £4,640 currency.

In the first "Act establishing the Overseers of Harvard College," passed in 1640, provision was made for the ordering and management of the college, in these words:—

"It is therefore Ordered by this Court, and the authority thereof, that the Governor and Deputy Governor for the time being, and all the magistrates of this jurisdiction, together with the teaching elders of the six next adjoining towns; viz., Cambridge, Watertown, Charlestown, Boston, Roxbury and Dorchester, and the President of the said College for the time being, shall from time to time, have full power to make and establish all such orders, statutes, and constitutions, as they shall see necessary for the institution, guiding and furthering of the said College, and the several members thereof, from time to time, in piety, morality and learning; as also to dispose, order, and manage, to the use and behoof of the said College, and the members thereof, all gifts, legacies, bequeaths, revenues, lands and donations, as either have been, are, or shall be, conferred, bestowed, or any ways shall fall, or come, to the said College."

The charter of the President and Fellows of Harvard College was granted May 31, 1650, and commences with the following preamble:—

"Whereas, through the good hand of God, many well-devoted persons have been and daily are moved, and stirred up, to give and bestow sundry gifts, legacies, lands and revenues, for the advancement of all good literature, arts and sciences, in Harvard College, in Cambridge, in the county of Middlesex, and to the maintenance of the President and Fellows, and for all accommodations of buildings, and all other necessary provisions, that may conduce to the education of the English and Indian youth of this country, in knowledge and godliness," etc.

The charter establishes the college as "a corporation, consisting of seven persons; to wit, a President, five Fellows, and a Treasurer or Bursar," and appoints "Henry Dunster, first President; Samuel Mather, Samuel Danforth, Masters in Art; Jonathan Mitchell, Comfort Stow, and Samuel Eaton, Bachelors of Art, and Thomas Danforth the Treasurer, the first seven persons of which, the said corporation shall consist," giving them power to fill vacancies as they may be occasioned by death, resignation, or otherwise, and constituting the said President and Fellows for the time being a "body politic and corporate in law, to all intents and purposes, having perpetual succes-

sion, to be called " by the name of " President and Fellows of Harvard College."

By the Constitution of Massachusetts, adopted in 1780, Chapter V., Section I., Articles 1, 2 and 3, Harvard College is confirmed and secured in perpetual possession and enjoyment of all its estates, rights, powers and privileges. Under various laws of the Commonwealth, since that time, the government of the State has been represented on the board of overseers by the governor, lieutenant-governor, councillors, president of the senate and speaker of the house of representatives, or even the senate itself, until the year 1865, when an Act was passed severing this relation of the government to the college, and committing the election of overseers to " such persons as have received from the College a degree of Bachelor of Arts, or Master of Arts, or any ordinary degree, voting on Commencement Day, in the city of Cambridge."

The presidents of the college from its foundation have been,—

1. Henry Dunster,	from 1640 to 1654.
2. Charles Chauncey,	from 1654 to 1671.
3. Leonard Hoar,	from 1672 to 1675.
4. Urian Oakes,	from 1675 to 1681.
5. John Rogers,	from 1683 to 1684.
6. Increase Mather,*	from 1686 to 1701.
7. Samuel Willard,	from 1701 to 1707.
8. John Leverett,	from 1707 to 1724.
9. Benjamin Wadsworth,	from 1725 to 1737.
10. Edward Holyoke,	from 1737 to 1769.
11. Samuel Locke,	from 1770 to 1773.
12. Samuel Langdon,	from 1774 to 1780.
13. Joseph Willard,	from 1781 to 1804.
14. Samuel Webber,	from 1804 to 1810.
15. John T. Kirkland,	from 1810 to 1828.
16. Josiah Quincy,	from 1829 to 1845.
17. Edward Everett,	from 1846 to 1849.
18. Jared Sparks,	from 1849 to 1852.
19. James Walker,	from 1853 to 1860.
20. Cornelius C. Felton,	from 1860 to 1862.
21. Thomas Hill,	from 1862 to 1868.
22. Charles W. Eliot,	from 1869.

LIBRARY.

The first contribution towards the library was made, as has been stated, by Rev. John Harvard, the catalogue of which embraced three hundred and twenty volumes. Among these was a formidable array of champions of the ancient church militant, such as Ames and

* The first President of American birth.

Aquinas, Bellarmine, Beza and Broughton, Chrysostom and Calvin, Duns Scotus, Luther and Pelagius. Representing general literature were Bacon, and Robinson's Essays, Bacon's Advancement of Learning, Minshen's Guide to the Tongues, Heylyn's Geography, and Camden's Remains. The classical department, for that day, was rich and select, embracing Homer, Isocrates, Lucan, Plutarch, Pliny, Sallust, Terence, Juvenal, and Horace, the last with Stephanus' Notes and a folio Commentary.

John Winthrop, for seven years elected governor of the Massachusetts Colony, contributed forty volumes. A list of these, as also of the gift of Harvard, is yet preserved in the archives.

Rev. Ezekiel Rogers of Rowley, in 1661, by his will, gave all his Latin and some English books to the college. In 1675, John Lightfoot, D. D., of Staffordshire, England, by his last will, bequeathed "his whole library, containing the Targums, Talmuds, Rabbins, Polyglott, and other valuable tracts relating to Oriental literature."

Theophilus Gale, dying in 1677, gave his library, one of the most valuable and select in the possession of a private individual in that day, to the college, and this gift for many years constituted more than half of the whole college library. Richard Bellingham contributed twenty volumes; Peter Bulkley, thirty-seven volumes; Sir Kenelm Digby, twenty-nine volumes; Richard Baxter, "a case"; Joshua Scottow, Stephanus' Thesaurus, four volumes; Sir John Maynard, eight chests books, valued at £150, and "the Magistrates and Elders of the Colony," books valued at £200.

These, with a few other volumes, constituted the whole college library at the close of the seventeenth century. Though few persons would now accept the collection as a gift on condition of providing shelf-room for it, many of the volumes being choice books for the time, did good service, and have an interest as showing the subjects of inquiry in those days.

In such comparatively small donations the library had its origin, receiving gradual contributions, and increased by the purchase of new books, until the year 1764, when it contained above five thousand volumes, all of which were destroyed in the fire of January 24, by the burning of Harvard Hall. Measures were at once taken, by means of subscriptions in money and books, to supply the loss; and great progress was made, both here and in England, in replacing the collection thus suddenly destroyed. The corporation and the overseers, the clergy and magistrates, towns, societies, and benefactors, both in America and Great Britain, the archbishops of Canterbury and York, the trustees of the British Museum, the king's printer at Edinburgh, united in contributions of money, books, apparatus and furniture. Thomas Hollis of London continued and increased his benefactions,

contributing to the library two thousand one hundred and fifty-six volumes, and a permanent fund of £500, and Thomas B. Hollis, his nephew, \$100, "to be laid out in Greek and Latin classics." Samuel Shapleigh, librarian from 1793 to 1800, gave by will \$3,000 for the purchase of books. Israel Thorndike, in 1806, gave several thousand maps and three thousand five hundred volumes, constituting the Ebeling Library; and Samuel A. Eliot, in 1817, the Warden Collection. Thomas Palmer, in 1761, contributed by will his choice library of one thousand two hundred volumes.

The library having increased to forty-one thousand volumes, and there remaining no more room for books in Harvard Hall, it was determined, after unsuccessful appeals to the public and the Legislature, and with the approbation of the heirs of Christopher Gore, at that time the greatest benefactor of the college, to erect with his bequest, amounting to about \$70,000, a building for a library, which should bear his name. The structure was begun in 1837, the cornerstone laid in April, 1838, and the library was removed to the new structure in 1841. Twenty thousand dollars were subsequently raised by subscription for increasing the number of books, and Hon. William Gray gave for the same purpose \$25,000, being the largest gift ever made by an individual for that purpose.

Messrs. James Brown, John Farrar, George Hayward, Stephen Salisbury and Frederic A. Lane each contributed \$5,000, in addition to the rich libraries given by Clark G. Pickman, Charles Sumner and Henry W. Wales. To these benefactions are to be added the amount of \$60,000 in seven per cent. bonds from Charles Minot, and the large pecuniary bequest of Charles Sumner.

Thus, to the forty-one thousand volumes of which the library consisted at the time of removal, about one hundred and nine thousand have been added, making the whole number in Gore Hall, in 1874, one hundred and fifty thousand, besides as many or more pamphlets, filling the building to repletion, the University having in addition probably sixty thousand or more volumes belonging to other departments, and kept in other buildings.

The buildings of the University, besides professors' houses, and sundry wooden buildings of which no account is taken, consist of,—

Massachusetts Hall,	. . . . .	erected in 1719-20.
President's house (old),	. . . . .	" 1726-27.
Holden Chapel,	. . . . .	" 1744.
Hollis Hall,	. . . . .	" 1762-63.
Harvard Hall,	. . . . .	" 1764.
Stoughton Hall,	. . . . .	" 1804-5.
Holworthy Hall,	. . . . .	" 1812.
University Hall,	. . . . .	" 1812-13.

Divinity Hall.	
Dane Hall,	erected in 1832, enlarged 1845.
Gore Hall, for library,	" 1839-42.
College House.	
Appleton Chapel,	" 1858.
Improved and completed in 1873.	
Lawrence Hall (Scientific School).	
Medical College (Boston).	
Boylston Hall,	erected in 1857-58.
Museum of Comparative Zoölogy.	
Peabody Museum of Am. Archæology and Ethnology,	" 1876.
Gymnasium.	
Gray's Hall,	" 1863.
Herbarium and Botanical Laboratory.	
Thayer Hall,	" 1869-70.
Matthews Hall,	" 1871-72.
Weld Hall,	" 1871-72.
Dental School (50 Allen Street, Boston).	
President's house (new),	" 1861-72.
Observatory,	" 1839.
Holyoke House,	" 1870-71.
Bussey Institution.	
Memorial Hall,	" 1870-76.

The principal of the several funds belonging to Harvard University, August 31, 1875, according to the report of the treasurer, were as follows :—

University funds,	\$496,646 64
College funds,	886,256 23
Library funds,	166,775 45
Law School funds,	47,701 61
Medical School funds,	73,541 87
Divinity School funds,	149,399 14
Lawrence Scientific School funds,	401,733 49
Observatory funds,	164,067 76
Other funds for special purposes,	732,092 80
Funds in trust for purposes not connected with the college,	20,257 92
	<hr/>
	\$3,139,217 99

In the year 1874-75, the fees from students, in all departments of the University taken together, amounted to \$168,541.72, and the income from property to \$218,715.30.

The general summary of the government and students of the University, according to the catalogue of 1866-67, shows the number to be,—

President and Fellows,	7
Overseers,	32
Teachers:—	
Professors,	51
Assistant professors,	21
Lecturers,	3
Tutors,	7
Instructors,	30
Assistants,	12
<hr/>	
Whole number of teachers,	124
Librarians, proctors and other officers,	24
College students,	821
Unmatriculated students,	5
Divinity students,	23
Law students,	187
Scientific students,	29
Medical students,	226
Dental students,	22
Bussey Institution,	6
Candidates for higher degrees,	45
Holders of fellowships,	5
Other resident graduates,	9
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Total of students,	1,378

There are besides: Students attending summer courses of instruction, 59; and Episcopal theological students, 13.

THE DIVINITY SCHOOL.

One of the principal objects for which Harvard College was founded, was to provide a learned clergy for the churches. The mottoes upon two of its seals are "*In gloriam Christi*" and "*Christo et Ecclesie*." From early times, its graduates, with those of other colleges, residing in Cambridge to complete their education for the ministry, were instructed by the college professors, were assisted by funds held in trust for the purpose by the corporation, and constituted a kind of theological department.

The system adopted included two exercises, denominated lectures; the first, a dissertation read by the professor on some topic of positive or controversial divinity; the second, a catechetical exercise on the preceding, accompanied with instructions. The resident graduates, and the members of the senior and junior classes, were required to attend both. In 1784, students not intending to study divinity were excused from attendance upon these exercises. Rev. Henry Ware was elected in 1805 to the Hollis Professorship of Divinity, and continued

till 1840. The Dexter Professorship was founded by Hon. Samuel Dexter of Mendon, in 1811, and the chair occupied successively by Joseph S. Buckminster, William Ellery Channing, and Andrews Norton.

Under the instructions of these men were many students who afterward became more or less distinguished in various walks of life, among whom were Joseph Allen, Samuel A. Eliot, Edward Everett, F. W. P. Greenwood, James Walker, Jared Sparks, John G. Palfrey and John Pierpont.

The gifts to the school, besides those of Hollis and Dexter, have been that of \$20,000 made in 1813 by Samuel Parkman to establish a Professorship of Theology; a subscription of \$27,000 made by individuals in 1815, and headed by ex-President John Adams. Francis Parkman also gave, in 1840, the sum of \$5,000. In 1842, Benjamin Bussey gave, by will, enough to found two professorships called the Bussey Professorship of Theology, and of New Testament Criticism and Interpretation.

Divinity Hall was built in 1825-6, by a contribution of \$20,000 made by friends of the school; and in 1829, the Professorship of Pulpit Eloquence and the Pastoral Care was established by a subscription of \$13,000.

In the year 1852, and those immediately following, an agitation was continued for the purpose of divorcing the school from the University, owing to the connection of the college with the State, and the part which the State, divided into jealous religious sects, was called to take in the management of the schools of the University. The supreme court was appealed to in 1859 to relieve the President and Fellows of the trusts left for the Divinity School. An enabling Act was passed by the Legislature, and it was supposed that the Society for Promoting Theological Education would accept the trusts. But this society at length remonstrated against the proposed measure, on the ground that "it would be false to all our traditions, if in a college named for a Puritan minister, fostered by a Puritan clergy, and bearing on its corporate seal the motto '*Christo et Ecclesiæ*,' religion should be the only subject deliberately excluded." The corporation withdrew their petition, and the project was abandoned.

The library of the school contains more than sixteen thousand volumes, mostly of carefully selected works.

THE LAW SCHOOL

At Cambridge was the first in the country connected with an institution for collegiate or general education. A private school was in operation at Litchfield, Conn., presided over by Judge Reeves, afterwards by Judge Gould, which was commenced in 1784, and continued

until 1827. A professorship of law was established in the University of Pennsylvania, in 1792, and a course of lectures was afterwards published by the incumbent.

The nucleus of the Law Department at the University at Cambridge was a legacy left by Hon. Isaac Royall in 1799. A professorship bearing his name was established in 1815. The first incumbent was Hon. Isaac Parker, Chief Justice of Massachusetts, who was appointed in 1816, and gave a course of lectures annually. He resigned in 1827, and in 1829 his office became united with the Law School which had been established in 1817. Hon. Asahel Stearns was elected at that time as University Professor of Law, and continued until 1829. Dane Hall was first occupied by the school in October, 1832. At the reorganization of the school in 1829, Hon. Nathan Dane proposed to found a Professorship of Law, and Judge Story, of the United States supreme court, was appointed to the place, and John H. Ashmun, Esq., was appointed Royall Professor of Law in the same year. Eleven hundred students enjoyed the advantages of Judge Story's instruction, and at the time of his death the number in attendance was one hundred and sixty-five. Other distinguished men have since occupied the place of Dane Professor of Law, among whom was Hon. Theophilus Parsons. Among the Royall Professors of Law have been Hon. Simon Greenleaf, William Kent and Joel Parker. Hon. Emory Washburn held the University Professorship of Law from 1855 to 1862, when he was made incumbent of the new Bussey Professorship, in which office he remained until the present year (1876). Many distinguished men have, from time to time, delivered lectures, among whom are Charles Sumner, Henry Wheaton, Franklin Dexter, Edward Everett, Richard H. Dana, Jr., Benjamin R. Curtis and Benjamin F. Thomas.

Dane Hall was built in 1832, at a cost of \$12,700, enlarged and improved in 1845, and moved to make room for Matthews Hall in 1871.

The school requires two years' study and examination for the degree of LL. B. The number of students in 1833 was fifty-three, and had increased in 1845 to one hundred and sixty-five, and in 1860, to one hundred and seventy-six. During the war, the number was decreased to sixty-nine in 1862, but, after its close, it rose again to one hundred and seventy-seven. The entire number who have enjoyed the advantages of the institution since its foundation, is more than five thousand. The school is indeed national in its character, a majority of the States being ordinarily represented in its members.

THE MEDICAL SCHOOL.

The first step towards the foundation of a school for medical instruction in this section of the country, was taken in 1781 by the

"Boston Medical Society," principally under the lead of Drs. Samuel Danforth, Isaac Rand, Thomas Kast and John Warren. The plan of organization was drawn up by Dr. Warren in 1782, and accepted by the corporation of Harvard College. The articles provided for three professors; viz., of anatomy and surgery, of theory and practice of physic, and of chemistry and materia medica. Each professor was to be "a Master of Arts, or graduated Bachelor, or Doctor of Physic; of the Christian religion and of strict morals."

The school went into operation in 1783, and degrees were first conferred in 1785. The number of students continued small, there being only two or three annually, until 1813, when it rose to thirteen.

In 1816, the Massachusetts Medical College was erected in Mason Street, by a grant made by the Legislature, which building was afterwards sold to the Natural History Society, and the new building on North Grove Street occupied in 1846. In 1821, the Massachusetts General Hospital, in Allen Street, was opened for patients. The average number of students, which was only two in the years 1788-97, had increased in 1868-71 to seventy-three.

The library contains two or three thousand volumes, including many great and costly works on anatomy and physiology. During the first seventy years there were fourteen different professors. In the annual announcement of 1874-5, there appear the names of twenty teachers.

The aim of the Medical Department is now, not the largest classes, but the most thoroughly taught students. The course of study has been largely increased, and the requisites for receiving a medical degree essentially raised, and the student must pass a satisfactory examination in every one of the principal departments of study, in order to obtain the degree of Doctor of Medicine.

THE DENTAL SCHOOL

Had its origin in a suggestion made by Dr. N. C. Keep, in his address at the annual meeting of the Massachusetts Dental Society, May 18, 1865, that an inquiry be made "whether Harvard University might not appoint professors of dentistry, and confer, upon proper candidates, the degree of Doctor of Dental Surgery." On November 6, of the same year, at a regular meeting of the society, it was voted, "That a committee of three be appointed to take under advisement the subject of the establishment of a Chair of Dentistry in the Harvard Medical College, in accordance with the recommendation of the president in his annual address." This vote was afterward amended so as to make it read, "Professors of Dentistry," instead of a "Chair of Dentistry," and the committee held several conferences with a like committee of the medical faculty. After various preliminary con-

ferences and reports, the committee on the part of the Medical School submitted a report, which was accepted and its recommendations adopted, establishing a Dental School in the University, a Professorship of Dental Pathology and Therapeutics, a Professorship of Operative Dentistry, and a Professorship of Mechanical Dentistry, and constituting these professors, with the president of the University, the Parkman Professor of Anatomy and Physiology, the Professor of Surgery, and the Professor of Chemistry, the Faculty of the Dental School. It was provided also that an appropriate degree be conferred upon each candidate who had pursued professional studies three years, under competent instructors, and attended two full courses of lectures in a dental school, or medical college giving dental instruction. Various changes have since been made in the curriculum of the school, securing a still higher education.

In September, 1870, the house No. 50 Allen Street, near the Medical School, was purchased and occupied for the uses of the school.

THE LAWRENCE SCIENTIFIC SCHOOL

Was founded in the year 1847, by a donation which was, in those days, considered princely, of \$50,000, made by Hon. Abbott Lawrence. Hon. Edward Everett, the president of the University, in his report for the same year, speaking of the plan of organization of the new school, says :—

“It was the object of the government of the University, in this way, to meet a want more and more felt in the community,—that of a place of systematic instruction in those branches of science which are more immediately connected with the great *industrial enterprises* of the country: such as Chemistry, in its various applications to the arts of life; Engineering, in its several departments; Zoölogy and Geology, with other kindred branches of Natural History.”

The School was opened at the next academic term; Professor Horsford, then Rumford Professor in the college being placed in charge of the Chemical Department, and Professor Agassiz appointed to the chair of Zoölogy and Geology. The Department of Engineering was organized in March, 1850, nine students appearing on the first day, which number was increased before the end of the term to eighteen.

In addition to the sum of \$50,000 originally given by Mr. Lawrence, and his contribution of \$1,500 annually for the salary of Professor Agassiz, at his death in 1855 he bequeathed \$50,000 more in trust, for the same general objects. The income of this new fund was entirely devoted to the departments of geology and zoölogy.

In December, 1858, Mr. William Gray, as executor of the will of

his uncle, Francis C. Gray, gave \$50,000 for establishing at Cambridge a museum of comparative zoölogy. Seventy-two thousand dollars were raised by subscription for the same object, and the State, by an Act passed April 2, 1859, added a grant of \$100,000, payable, under certain conditions, from sales of lands in the Back Bay.

In 1864, Hon. Samuel Hooper of Boston made the munificent gift of \$50,000 to found a Professorship of Geology, named the Sturgis-Hooper Professorship, intended to be the nucleus of a school of mining and practical geology. A like gift of \$50,000 was made in January, 1865, by Mr. James Lawrence, in aid of the chemical and engineering department in the Scientific School. He also added the sum of \$3,000 to increase the equipment of the chemical laboratory, and to purchase models for the engineering department.

Under the latest organization of the school, effected in 1876, it now offers: 1st. A four years' course in civil and topographical engineering. 2d. A four years' course in practical and theoretical chemistry. 3d. A one year's course in the elements of natural history, chemistry, and physics, intended especially for teachers, or persons intending to become teachers. 4th. A four years' course in mathematics, physics, and astronomy. 5th. A four years' course in natural history. 6th. Thorough instruction for advanced students in physics, chemistry, zoölogy, geology, botany, and mathematics.

The coalition of this school with the other departments of the University is becoming closer day by day. Its students can now obtain rooms in the college buildings; its courses of study are thrown open as electives, and are already taken up by juniors and seniors; and some of the undergraduate courses are made preparatory to a subsequent degree in science. The degree of Doctor in Science has been established, and was conferred for the first time on Commencement Day, 1873.

THE BUSSEY INSTITUTION.

At Jamaica Plain, a School of Agriculture and Horticulture was established as a department of Harvard University, under trusts created by the will of Benjamin Bussey of Roxbury, bearing date July, 1835. The college did not come into immediate possession either of the land or money thus granted; but in May, 1861, the trustees transferred to the President and Fellows an amount of property estimated at \$413,000. One-half of the income of this fund was immediately applied to the uses of the Divinity and Law schools at Cambridge, in accordance with the terms of Mr. Bussey's will. The remaining half was left to accumulate as a building fund for the Bussey Institution.

The land, three hundred and sixty acres, being subject to a life

interest of a relative, in 1870 an arrangement was made, by which seven and one-half acres were relinquished, and the organization of the school begun. In 1871, a commodious building was erected on the spot designated by Mr. Bussey; and in 1871 and 1872 greenhouses and sheds were built, the grounds and avenues prepared, and a water-supply constructed. The main building is of stone, 112 by 73 feet, and contains a lecture-room, library, office, laboratory, with storerooms and glasshouse attached, and recitation and collection rooms. The cost of putting up and furnishing these buildings was about \$62,000.

Professorships of Horticulture, Agricultural Chemistry, and Applied Zoölogy were established, and instructors of farming and entomology were appointed in 1870-71, and a librarian and curator of collections in 1873. In the spring of 1872, the President and Fellows received a gift of \$100,000 from the trustees under the will of James Arnold of New Bedford, for the purpose of establishing a Professorship of Tree Culture, and erecting an arboretum; and a portion of the Bussey estate, one hundred and thirty-seven acres, is set apart as the site of the arboretum. A director of this department was appointed in 1872.

The Bussey Institution has received yearly grants from the Massachusetts Society for Promoting Agriculture. The regular course of study is meant to fill three years. Instruction is given by lectures and recitations, and by practical exercises in the laboratory and greenhouse, and by the inspection of field-work.

ASTRONOMICAL OBSERVATORY.

The first steps towards establishing an astronomical observatory were taken in 1839, under the administration of President Quincy, to whom the success of the project was mainly due. The Dana House was used for an observatory until the erection of a suitable building on what is called Summer House Hill. A large telescope, equatorially mounted, and a building suitable for its reception, were provided by means of a subscription from citizens of Boston, and the instruments which had been in use in the Dana House were removed to the new observatory in September, 1844; and by the close of June, 1847, the equatorial telescope was mounted and ready for use.

A bequest was made, in 1849, of \$100,000, by Mr. Edward Bromfield Phillips, "the interest of the sum to be annually applied to the payment of salaries at the observatory, and to the purchase for it of books and instruments," and a Phillips Professorship of Astronomy was established.

Under the direction of Professor W. C. Bond and his son, Professor G. P. Bond, and their successor, Professor Joseph Winlock, extensive observations have been made, and their results added to the ever-increasing knowledge of the science.

THE BOTANIC GARDEN

Was founded in 1805, the land for the garden, seven and one-half acres, having been given by Mr. Craigie, and the professor's house built in 1810. The funds for the formation and support of the garden were raised by subscription, and by a grant from the State of certain wild lands in Maine. The trustees of the Society for Promoting Agriculture were made the visitors of the establishment, and they took the principal charge of it. In 1847, the present conservatory was built, at a cost of nearly \$4,000. In 1862, the invested funds of the garden having become reduced below \$12,000, were temporarily replenished by a subscription raised by the late Dr. Hayward, yielding \$1,500 a year for three years.

In 1864, the herbarium building was erected, at a cost of \$15,000, the gift of Nathaniel Thayer, Esq., a member of the corporation, and a fund of over \$10,000 was raised by subscription for the support of the establishment. In 1866-67, \$17,000 was contributed to replenish the funds. From that time to the present, the income for the support of the garden, from all sources, has amounted to \$4,000 per year, one-third of which is from an anonymous donor. In 1871, the present establishment was completed, by the construction and fitting up of a lecture-room, laboratory, and an extension of the conservatory, connecting the herbarium on one side with the conservatory on the other, and affording the means of giving the whole botanical instruction throughout the year. This important addition was made at an expense of about \$16,000, which was defrayed by another anonymous benefactor.

THE MUSEUM OF COMPARATIVE ZOÖLOGY.

Professor Agassiz having accepted the Professorship of Zoölogy and Geology in the Scientific School, found on entering upon his duties that there were no collections in the University with which to illustrate his lectures, and no provision made to obtain them by purchase or otherwise. He was therefore obliged to make them at his own expense, which he did, until they had outgrown his individual resources. He sold the whole, in 1852, to the Scientific School, but continued to devote his time and means to their increase until 1858, when Mr. Francis C. Gray of Boston died and left, by will, the sum of \$50,000 for maintaining a Museum of Comparative Zoölogy.

In 1859, under a recommendation made by Gov. Banks, the Legislature voted aid to the museum to the amount of \$100,000, and \$71,125 was also raised by private subscription, among the citizens of Boston, "for the purpose of erecting a fire-proof building in Cambridge, suitable to receive, to protect, and to exhibit advantageously and freely

to all comers, the collection of objects in natural science, brought together by Prof. Louis Agassiz, with such additions as may hereafter be made to it."

In June, 1859, the President and Fellows deeded a piece of land of about five acres for the purposes of the museum. The building as planned, is to consist, when completed, of a main building three hundred and sixty-four feet in length by sixty-four in width, with wings two hundred and five feet in length and sixty-four in width. It was decided that the first portion built, which was required for immediate use, should be only two-fifths of the north wing. In December, 1859, the building was so far advanced as to allow the removal into it of Prof. Agassiz's collections, and in 1860 it was completed. In 1863, the Legislature appropriated \$10,000 to publish an "Illustrated Catalogue of the Museum." In 1865, Prof. Agassiz, at the expense of Mr. Nathaniel Thayer, made his interesting tour to Brazil, returning with a most valuable collection of specimens for the museum. In 1868, the Legislature voted \$25,000 a year for three years to the museum, on condition that a similar sum should be raised each year by subscription. A large addition was made to the building in 1871, and Prof. Agassiz, after a year's absence around the coasts of South America, returned with a large accession of specimens, which were placed in the museum.

In 1872, Mr. John Anderson of New York, in recognition of Prof. Agassiz's fame as a teacher, gave the Island of Penikese, with an endowment of \$50,000, to form a Summer School of Natural History in connection with the museum, and the school started the same year with fifty pupils. But the institution which owed its existence and prosperity to the renowned professor, suffered an irreparable loss in his death in December of the subsequent year.

In February, 1874, at a meeting of persons interested in science and education, it was determined to raise a sum of money, under the name of "The Agassiz Memorial," to be devoted to the completion and maintenance of the museum. About \$260,000 have been subscribed, and the State contributed \$50,000. In 1876, the whole property of the trustees of the Museum of Comparative Zoölogy was transferred, under an enabling Act of the Legislature, to the President and Fellows of Harvard College.

WILLIAMS COLLEGE.

The founder of Williams College, at Williamstown, was Colonel Ephraim Williams, who was born at Newton, and a son of Colonel Ephraim Williams, one of the first settlers of Stockbridge.

In 1750, the General Court granted him two hundred acres of land in East Hoosack, now Adams, on condition of his erecting and keeping in repair for twenty years a grist-mill and saw-mill for the use of the settlers. On this grant Fort Massachusetts arose, and Colonel Williams was appointed to command the line of forts west of the Connecticut River, and made Fort Massachusetts his principal residence. He was killed on the 8th September, 1755.

In his will, after making some small bequests to friends, he devised the residue of his property for the support of a free school in West Hoosack, to be called after his name. The executors, by a faithful and prudent management of the fund, augmented it until the year 1785, when, on their application, a board of trust was incorporated to support a free school in Williamstown. To this board the executors paid over nearly eleven thousand dollars. In 1788, the trustees voted to erect a three-story brick building; and in 1790, the building—the present old West College—was erected; and in September, 1791, thirty-six years after the death of Colonel Williams, the free school was opened.

In June, 1793, the Legislature incorporated Williams College, appointing all the old trustees, and transferring to them all the property of the free school. In 1804, the Legislature granted a strip of land, of no great value, to Williams and Bowdoin colleges; and in 1805, another township of land, which was sold for \$4,500; and also one in 1809, which brought nearly \$5,000. In February, 1811, the Legislature granted \$3,000 per year for ten years, from the proceeds of a tax on banks. In 1811, Woodbridge Little of Pittsfield, one of the original trustees of the college, gave \$2,500 for the purpose of aiding pious indigent young men in their preparation for the ministry; and at his death, in 1813, left \$3,200 more to the college for the same purpose. Amos Lawrence of Boston, in 1844, presented to the college \$10,000; and in January, 1846, he added the sum of \$10,000 to his previous donation; and also \$7,000 to erect a library building, which, after the donor, was named "Lawrence Hall." He also gave \$2,000 to establish four scholarships. In 1851, he authorized the purchase of four acres south of the East College grounds, a telescope costing \$1,500, and also costly books for the enlargement of the library. His donations, in all, amounted to between \$30,000 and \$40,000. Nathan Jackson of New York, in 1855, gave \$5,000 for the erection of Jackson Hall, and three years afterwards \$20,000 in addition, of which \$6,000 was to provide a more suitable residence for the president, and the remaining \$14,000 for the support of a Professorship of Christian Theology. He also contributed \$2,000 to provide for an annual celebration of the birthday of Colonel Williams. Dr. Philip Van Ness Morris of Cambridge, N. Y., a graduate of the class of 1813, in 1859 gave \$10,000 to the

college, of which he was a graduate. Alfred Smith of Hartford, Conn., presented the college, in 1863, with an unsolicited check for \$10,000. Dr. William J. Walker of Charlestown, Mass., gave the sum of \$20,000, also unsolicited. David Dudley Field of New York, in 1865, established a Professorship of Astronomy.

The whole number who graduated during the twenty-two years of Dr. Fitch's presidency, amounted to four hundred and sixty, or about twenty-two annually. The six classes under Dr. Moore contained ninety; averaging fifteen annually. The fifteen classes under Dr. Griffin contained three hundred and eleven; annual average about twenty-one. The thirty-six classes under Dr. Hopkins contained one thousand four hundred and seventy-six; an annual average of forty-one. The three classes under President Chadbourne to 1874, inclusive, number eighty-two; an average of twenty-seven.

The whole number of graduates up to 1875, has been two thousand four hundred and eighteen.

The Berkshire Medical College at Pittsfield, established in 1823, was for a time placed under the care and supervision of the college, and the degree of M. D. was conferred by the president at the annual commencements. This connection was, however, dissolved after a few years, and the Medical College has since been discontinued.

The buildings of Williams College are,—

The West College,	erected in 1790, cost \$11,700
The old President's house,	" 1794, " 2,400
East College (destroyed by fire in 1841),	" 1798, " 12,000
East College (new),	" 1842.
South College,	" 1842.
Old Chapel,	" 1828, " 10,000
Astronomical Observatory,	" 1837.
Magnetic Observatory,	" 1837.
Lawrence Hall (for library),	" 1846.
Kellogg Hall,	" 1847.
Jackson Hall.	
Chapel,	" 1858-59.
Goodrich Hall.	

The library contains about seventeen thousand volumes, and is constantly enlarged by standard works, and by all the best of current literature.

The income of funds to the amount of \$80,000, given for that purpose, is distributed annually, at the discretion of the trustees, among students known to need aid; and seven scholarships have been established, of \$2,500 each, the income of which is awarded to a like number of deserving young men.

To Williams College belongs the honor of the earliest united and positive effort for the organization of the Christian work of foreign missions. In 1806, when the college had been in existence only thirteen years, at a weekly meeting for prayer, usually held in a grove near the college, but adjourned to the shelter of a haystack during a severe thunder-storm, the subject was first broached and discussed. The number of students gathered was only five,—Samuel J. Mills, James Richards, Harvey Loomis, Francis LeBarron Robbins, and Byram Green. From the discussions and efforts of these men and their associates, continued through their college course, and followed, in some instances, more especially in that of Mills and Richards, by a personal dedication to the work of foreign missions, may be dated the general interest of the churches in the country in the subject, which resulted in the formation of the American Board of Commissioners for Foreign Missions, whose operations are so extensive and so widely known.

In 1867, a monument, commemorative of the spot where the now celebrated prayer-meeting was held, was erected by the liberality of Hon. Harvey Rice of Cleveland, Ohio, a graduate of the class of 1824. This monument was dedicated with appropriate religious ceremonies on Sunday, July 28, 1867, and stands on the identical spot where the haystack stood, as a perpetual reminder of the philanthropic and religious movement which had its origin there.

As an illustration of the earnestness, enthusiasm, and zeal with which these first proposed pioneers in the work of missions resolved to enter upon their labors, "it was proposed that the students of Williams College should constitute a missionary board, and although the declaration of Christ and the law of Christian charity equally recognized the world as the field, yet it was deemed that the heathen of our own continent had a local and paramount claim. It was proposed, therefore, that the pioneers should furnish themselves with guns and knapsacks sufficient to kill game for their subsistence, and march westward into the wilderness." In a letter to Hall, Mills says, "I wish we could break out upon the heathen like the Irish rebellion, forty thousand strong."

To Williams College belongs the honor of erecting the first astronomical observatory, which was built by Prof. Albert Hopkins, and dedicated in 1837. It is of stone, consisting of a centre, with two wings, the whole being forty-eight feet in length by twenty in breadth. The central apartment is surmounted by a revolving dome, thirteen feet in diameter, and each wing has an opening through the roof for meridian instruments. Under the dome is an achromatic telescope of nine and a half feet focus. In the east wing is a transit instrument, by Troughton, having a focus of fifty inches. In the same room is a

compensation clock by Molineaux. East of this is the magnetic observatory, of brick, and octagonal in form. In it is a large variation transit instrument for the purpose of observing the daily variations of the needle.

The presidents of Williams College from 1793 to 1876, have been,—

Ebenezer Fitch,	1793-1815.
Zephaniah S. Moore,	1815-1821.
Edward D. Griffin,	1821-1836.
Mark Hopkins,	1836-1872.
Paul A. Chadbourne,	1872-

The faculty and officers of the college now consist of the president, fourteen professors, one instructor, and the librarian.

AMHERST COLLEGE.

Sixty years before the establishment of the collegiate institution at Amherst, and thirty before the incorporation of Williams College, measures were taken for the founding of such an institution in Hampshire County. A memorial was presented to the General Court, January 20, 1762, setting forth that "there are a great number of people in this county of Hampshire, and places adjacent, disposed to promote learning, and by reason of their great distance from the colleges, and the great expense of their education there, many of good natural genius are prevented a liberal education, and a large country filling up at the north-west of them, which will send a great number of men of letters."

A bill establishing "An Academy in the western part of this Province," was passed to be engrossed, but finally lost.

But Francis Bernard, "Governor of the Province of the Massachusetts Bay," made out a charter incorporating Israel Williams and eleven others "a body politic by the name of the President and Fellows of Queens College." It was to be located in Northampton, Hatfield, or Hadley. But the scheme met with so much opposition from the eastern part of the State, and especially from the corporation of Harvard College and its friends, that the charter was never confirmed, and the project was finally abandoned. But it had so far awakened an interest in its success, and given an assurance of its feasibility, that a building was erected or designated as Queen's College, in Hatfield, and students were in preparation for entering the college. Thus early in the history of the country did the western portion of the State follow in the footsteps of those still earlier settlers in the east, who had, in their poverty and under adverse circumstances, made provision for a liberal education by the founding and establishment of Harvard

College. The first associated action towards the establishment of a college at Amherst, was at a meeting of the Franklin County Association of Ministers, held in Shelburne in 1815, six years before the college came into existence. A preference was expressed for Amherst as the place for its location, as being nearly centrally situated in the old county of Hampshire, which formerly embraced both Franklin and Hampden, and thus also furnishing a central location for all Western Massachusetts, including Worcester County.

Amherst Academy, which proved to be the beginning and nucleus of the college, although not incorporated until 1816, commenced operations in 1814, and was formally dedicated in 1815, the year in which the Franklin Association made its recommendation of Amherst as a proper location for the proposed college. The trustees of the academy were also trustees of the college, and the records of the academy were also the records of the college during the first four years of its existence. The State granted to the academy half of a township in Maine, on condition that the inhabitants of the town should raise a sum of money which was deemed its equivalent; viz., \$3,000. This academy continued in existence until the year 1858, as a place of education for both sexes, and was finally superseded by the High School established and supported by the town.

At the annual meeting of the trustees of the academy on the 18th of November, 1818, a project was formed for raising a fund for the gratuitous instruction of "indigent young men of promising talents and hopeful piety, who shall manifest a desire to obtain a liberal education, with a sole view to the Christian ministry."

The raising of this fund was first intended to establish in the academy a "Professorship of Languages," but afterwards the plan was enlarged so as to aim not merely at this, but at the founding of a separate institution of higher grade, and there was framed and reported "a constitution and system of by-laws for raising and managing a permanent Charity Fund, as the basis of an Institution in Amherst, in the County of Hampshire, for the classical education of indigent young men of piety and talent, for the Christian ministry." The trustees called a convention of the Presbyterian and Congregational clergy of the Hampshire, Franklin, and Hampden, and the western part of Worcester counties, to meet at Amherst the 29th of September, 1818, which body heartily and enthusiastically indorsed the proposition of the trustees to raise the sum of \$50,000 as a charity fund for the purpose already mentioned. A strong attempt was made about this time, and continued for some years, to remove Williams College to Northampton, and it was the design of the promoters of this scheme to unite the endowment of that college with this charity fund in the support of one strong institution. But this project,

though warmly seconded by the then president of Williams College and a portion of its trustees, failed of accomplishment, and in May, 1820, the board of trustees took measures for the erection of a building, and for securing contributions for the same. On the 9th of August, the corner-stone was laid, and on the 8th of May, 1821, Rev. Zeph. Swift Moore was chosen president. His inauguration, and also the dedication of the new building, occurred on the 18th of September of the same year. The next day the college was opened, and forty-seven students admitted to the several classes. The first application to the Legislature for a charter was made in the winter session of 1823; but the incorporation was steadily and successfully resisted by various parties until the 21st of February, 1825, when the Act received the signature of the governor, and became a law. From one hundred and twenty-six students in 1823, the number increased the next year to one hundred and thirty-six; in 1825, to one hundred and fifty-two; and reached in 1836 an aggregate of two hundred and fifty-nine. Then followed a period of reaction and decline until 1845-6, when the students had become reduced to one hundred and eighteen, less than half the number nine years before.

In 1841, a new effort was made, through the appointment of an agent, to raise funds in aid of the college, and about \$100,000 was subscribed and paid in, in the course of the next few years, relieving the pecuniary embarrassment of the institution, and opening a new era of prosperity. During the years 1846-7, more than \$100,000 flowed in upon the college in endowments and buildings, viz. :—

Williston Professorship of Oratory and Rhetoric,	\$20,000
Graves Professorship of the Greek Language and Literature,	20,000
Hitchcock Professorship of Natural Theology and Geology,	22,000
Donation from the State,	25,000
Sears Foundation,	12,000
The Woods Cabinet and Observatory,	9,000
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	\$108,000

Between the years 1854 and 1872, the college received, including the munificent gifts made by Dr. William J. Walker, Samuel Williston, and Samuel A. Hitchcock, the sum of \$779,168.

The whole amount granted by the State since the foundation of the college, has been \$52,500, only a third part of what has been received by Williams College, and but a tithe of the grants made to Harvard.

The library contains now over thirty-five thousand volumes, and has permanent funds from which an annual income is derived of \$2,500, which is steadily increasing, thus providing for its future growth. The total yearly expenditure for books is now over \$1,500.

The collections of art, and of specimens illustrating the natural sciences, to be found in the different buildings of the college, are numerous and valuable, and the institution may well be proud of the success of its efforts in this direction.

In the recitation-rooms connected with the Johnson Chapel, may be found a large collection of busts, engravings, photographs and bronzes, principally illustrative of classical subjects; and in the Botanical Museum, a variety of specimens of the flora of North America, especially of the United States, and of South America and Europe, with sets of ferns from China and India, with specimens of fruits and woods from various portions of the world.

The Appleton Cabinet building contains the Hitchcock Ichnological Cabinet, originated and collected by President Hitchcock, and the largest and most valuable collection in the world. It consists of twenty-one thousand seven hundred and seventy-three tracks of animals, and one hundred and twenty different species. It also contains the Gilbert Museum of Indian Relics, with nearly four thousand specimens of the stone implements of the North American Indian; and the Adams Zoölogical Museum, with not less than one hundred thousand specimens. Of this collection, Professor Agassiz says, "I do not know, in the whole country, a conchological collection of equal value"; and Dr. Gould, "As a scientific collection, it is not equalled, in some respects, by any other collection in the world."

The building called the Woods Cabinet and Lawrence Observatory, holds the Woods Geological collection, including the Massachusetts Geological collection made by President Hitchcock during his geological survey of the State (1830-40), containing three thousand two hundred specimens; and the Connecticut collection made by Professor C. U. Shepard, numbering eight hundred specimens, the whole number of whose geological collections in the cabinet exceed twelve thousand, and, if properly mounted, would require three times the space they now occupy.

The Dickinson Nineveh Gallery, containing six sculptured slabs from the palace of Sardanapalus, with fresco-paintings taken from sculptures abounding in the ruins of Assyria, together with seals, cylinders and bricks from Nineveh and Babylon, and coins of gold, silver and copper, is also connected with this building.

Williston Hall contains the Art Gallery, with its valuable collection of statuary, numbering eighty-five subjects, and eight hundred and sixty photographs, representing architecture, statuary and painting.

In Walker Hall may be found the cabinet of Natural Philosophy and the Shepard Mineral collection, one of the choicest in the country, and the work of half a century.

The Barrett Gymnasium contains an extensive apparatus for gymnastic exercise, and for the development of the physical strength of the students; and Amherst College has the credit of being the first in the country to require of all its students, a participation, at regular and stated hours, in gymnastic exercises. The record of this gymnasium, which is under Professor Edward Hitchcock, shows in the improved health and physical vigor of the classes, the most marked beneficial results from this new feature in college education.

The whole number of alumni to the present year, is two thousand two hundred and forty-two, of whom eight hundred and fifty-four have become ordained ministers, ninety-four foreign missionaries, and one hundred and forty-eight physicians.

† In view of the professed object of the founders of Amherst College to provide means of education for young men proposing to enter the Christian ministry, it may be interesting to state that forty-one per cent. of all its graduates became ministers, seven per cent. physicians, twelve per cent. lawyers, and eleven per cent. teachers; while according to statistics prepared by the bureau of education among the graduates of "four New England colleges,—Harvard, Yale, Dartmouth, and Wesleyan,—a little more than twenty-five per cent. are ministers, thirty-three per cent. lawyers, thirteen per cent. physicians, and fourteen per cent. teachers. Yale has one-third of her graduates in the law, and less than one-quarter in the ministry; forty per cent. of Harvard men choose law."]

The date and cost of the buildings belonging to the college, are as follows:—

1820-1.	South College,	\$10,000
1822.	Middle College, present North College,	10,000
1827.	Chapel building,	15,000
1828.	North College (destroyed by fire in 1857),	10,000
1834.	President's house,	9,000
1849.	Woods Cabinet and Lawrence Observatory,	9,000
1853.	Library building,	10,000
1855.	Appleton Cabinet,	10,000
1855.	Geological Lecture-room,	1,000
1857.	Nineveh Gallery,	567
1857.	Williston Hall (on site of old North College),	15,000
1857.	East College,	15,000
1860.	Barrett Gymnasium and fixtures,	15,000
1868-9.	Walker Hall,	120,000
1870-2.	College Church,	70,000
1863-4.	Renovation of Chapel building,	16,000
1867.	Purchase and renovation of College Hall,	12,000

\$347,567

The cash funds of the college, independent of contributions for building, according to the report of the treasurer in 1872, were \$595,000.

Estimated income of funds for general expenses,	\$22,000
“ “ students' college bills,	28,000
	<hr/>
	\$50,000

The presidents of the college from its foundation have been,—

Rev. Zephaniah Swift Moore,	1821-3.
Rev. Heman Humphrey,	1823-45.
Rev. Edward Hitchcock,	1845-54.
Rev. William A. Stearns,	1854-76.
Rev. Julius H. Seelye,	1876-

The faculty of the college consists of the president, thirteen professors, one assistant professor, five instructors and two lecturers. The number of students, as appears by the catalogue of 1876-7, is three hundred and twenty-four.

TUFTS COLLEGE.

The movement which resulted in founding Tufts College happened thus: In the autumn of 1845, Rev. T. J. Sawyer was called from the city of New York to the principalship of the Clinton Liberal Institute, which had then been in existence, under the various fortunes incident to all new enterprises of the kind, for about fifteen years. In the spring of 1847, he issued a call through the Universalist denominational papers, for an *educational convention*, to be held in the city of New York on the 18th of May, suggesting at the same time several questions to be submitted for consideration, as follows: Do Universalists need a well-endowed college and theological seminary? Shall we at the present time make an earnest effort to meet this want? Where shall such institution be located? How shall the necessary funds be raised? etc. This call was dated April 7, 1847, and was closed by earnestly desiring that all who felt an interest in the cause of education among the denomination might be present to lend their counsel and aid in measures of such vital importance.

The convention met in the Orchard Street Church, New York City, and was called to order at 10 o'clock, A. M., on the appointed day. It was unexpectedly large and influential. The question, Do we need a well-endowed college and theological seminary? was introduced, and decided in the affirmative by a unanimous vote, and without debate. The question of location called forth a friendly interchange of opinion;

and while the general feeling was that the college should be located in the valley of the Hudson or the Mohawk, and the theological school be placed in New England, the matter was finally referred to committees for subsequent consideration. It was resolved that \$100,000 must be raised by subscription before the college could be founded. The necessary committees were appointed, agents nominated, and after a two days' session this convention, second to no one ever held by the denomination, adjourned to meet at the same place in September, the day after the session of the United States convention, which was to be held in New York that year.

At the adjourned meeting, some changes were made in the committees, and measures adopted for earnest work. Rev. O. A. Skinner was appointed general agent for raising funds, though he did not actually commence operations till the spring of 1848.

In the spring of 1851, Rev. Mr. Skinner announced that he had already raised the sum of \$97,000, and that to make up the full amount of \$100,000, he proposed to subscribe \$3,000, and to proceed at once, according to the terms of subscription, to the collection, with the understanding that he was to go on raising whatever he might to refund what he himself had become responsible for, and to make up any losses that might occur in collecting. On the 1st of August, the financial committee gave notice that on the 16th of September, the subscribers would meet in Boston, where the United States convention was to be held that year, for the purpose of electing trustees. At this meeting, it appeared, upon examination of the agent's books, that he had obtained \$60,000 and more of unconditional subscriptions,—\$20,000 from Charles Tufts, Esq., of Somerville, Mass., consisting of twenty acres of land on Walnut, now College Hill, on condition that the institution should be placed upon it; and \$20,000 in a bond of Silvanus Packard, Esq., of Boston, upon which interest was to be paid during his life, and the principal at his death. These, let it be remarked in passing, were only the beginning of the benefactions of these gentlemen.

The question of location, which had been referred to the board of trustees, had become somewhat complicated by very advantageous offers of land and money by Dr. Dean, on condition that the institution should be located in Franklin, Mass., the place of his residence. After mature consideration, it was determined, early in January, 1852, to locate it on Walnut Hill.

Application was made to the Legislature of Massachusetts for a charter of the college immediately after, and it was granted in the usual form, and with all the usual privileges, April 21, 1852.

The work of erecting the college building was commenced in the spring of 1853, and the corner-stone was laid by Dr. Ballou, who had

some time before been elected president, in the presence of a large gathering of people, on the 19th of July following. The address on the occasion was delivered by Dr. Miner, and was spoken of by the secular press as "a masterly production, and peculiarly appropriate." This building was completed in the summer of 1854.

The college was informally open for freshmen and sophomores in September, 1854, with a faculty consisting of Dr. Ballou as Professor of History, Intellectual Philosophy, etc., John P. Marshall, Professor of Mathematics and Physical Science, Wm. P. Drew, Professor of Ancient Languages, Benjamin F. Tweed, Professor of English Literature, Rhetoric, Logic, and Elocution. The college opened with seven students.

The formal opening or dedication of the college, and the installation of the president and faculty, did not take place till August 22, 1855.

As the funds raised by Dr. Skinner had been exhausted in building, it was not the intention of the trustees to open the college for the reception of students until the fall of 1855. Mr. Mussey, the treasurer, and Dr. Skinner, the secretary of the board, resolved to commence in September, 1854, assuming all the responsibility, the former guaranteeing the payment of the salaries of the instructors. The aggregate of salaries agreed upon with the three professors who assumed the more active duties of instruction, was twenty-eight hundred dollars. This sum, which exceeds but little the salary of a professor at the present time, was more than the empty treasury of the institution could furnish, and some of the professors were obliged to wait until the close of the year for payment.

At the informal opening of the college, only seven students presented themselves for admission: two for the sophomore, and five for the freshman class.

At the beginning of the college year of 1855 and 1856, the inauguration of the president took place, followed by a festival, under a large tent, which failed to contain the large number of friends drawn together by the occasion. Much enthusiasm was aroused for the young college. Mr. Packard here made an offer of ten thousand dollars annually, for three years, if a like sum should be contributed from other sources. This was in addition to the bond for twenty thousand which he had already given, and placed him foremost on the list of benefactors of the college.

A catalogue of trustees and officers of instruction was issued during the first year. It also contained the usual requirements for admission, and a course of study, which was intended to cover as much ground and keep the student as fully occupied as that of any New England college. The study of history, beginning with freshman, and ending with the close of junior year, was the only innovation

upon the usual college curriculum. Graduates who had the benefit of Dr. Ballou's lectures in this department, are accustomed to speak with much enthusiasm of the value of his instruction.

No catalogue was published the second year. The freshman class of this year was the largest that has ever entered the college, numbering twenty-one. The junior and sophomore classes also received one each. The whole number of students was now thirty. A proposition was made by the junior class of a New England college to come and spend their senior year at Tufts, and graduate as the first class. The offer was declined, and several other colleges received, each, some of the disaffected applicants. During the year 1856, a change occurred of the utmost importance to the welfare of the college. Thomas A. Goddard, Esq., was induced to accept the office of treasurer. The complicated and confused financial affairs of the institution were soon reduced by him to order, and all just demands upon the treasury were promptly paid while he held the office, whether the income of the college was sufficient or not to meet its expenses. Those connected with the college at that time cherish among their pleasantest recollections the cordial welcome and genial smile that always greeted them at their quarterly visit to the counting-room of the treasurer, who was giving freely his valuable time and best thought to the college; and no words of commendation can add anything to the honorable record of this true friend, who for years kept the credit of the institution unsullied, when its expenses far exceeded its income. At one time, when the deficit amounted to over \$6,000, he quietly balanced his accounts, and left the college free from debt. He also authorized the Professor of Natural Science to purchase any specimens which he might find desirable for the instruction of his classes; and many of the finest things attest his generosity.

Middle Hall was erected during the summer of 1856, and was then known as the Boarding-house. It failed to accommodate all the students with rooms, and some were obliged to remain in their old quarters in College Hall. The building of the president's house and the boarding-house involved the college in a debt of over \$11,000. The treasurer's report at the close of the year showed that the current expenses of the college also exceeded the income by the sum of \$2,000. At the end of two years, then, the college is found to be worse off financially than when it begun; being burdened with a debt of over \$11,000, and running behindhand, at the rate of \$2,000 more, in its annual expenses."

The library of the college contains fourteen thousand volumes, including those of the Historical Society, and more than five thousand pamphlets; and the income of a fund of \$1,200, the donation of John

D. W. Joy, Esq., of Boston, is devoted to the purchase of books for the library.

In the museum, the collection of minerals embraces many thousand specimens, and is equally rich in rare crystals. The geological collection includes most of the American and European fossils and numerous casts, together with series of rocks illustrating the several formations.

The collection of shells numbers more than ten thousand individuals, representing over two thousand species. There are also included in the museum fine collections of meteorites, stuffed birds and botanical specimens.

There are twenty-seven scholarships in the gift of the college; fifteen of \$60, and twelve of \$100 each.

The Theological Department was opened in the autumn of 1869, with two professors, and three students, who graduated in 1871. In 1872, two graduated; in 1873, six; in 1874, none; in 1875, eleven; and there are now twenty-four students.

The college owns about one hundred and forty acres of land directly about it, its present buildings, two dwelling-houses, and other property, consisting of stocks, stores in Boston, etc., worth perhaps \$750,000. The whole property of the college may be fairly valued at \$1,500,000; \$500,000 of which is unproductive, save as it is increasing in value.

The presidents of the college have been,—

Hosea Ballou, 2d,	.	.	.	.	.	.	.	.	.	.	.	.	1853-61.
Alonzo A. Miner,	.	.	.	.	.	.	.	.	.	.	.	.	1862-75.
Elmer H. Capen,	.	.	.	.	.	.	.	.	.	.	.	.	1875-

The officers of instruction and government consist of the president, twelve professors, two instructors and librarian; the number of students, by catalogue of 1876-77, about ninety; and the number of alumni two hundred.

THE BOSTON UNIVERSITY

Was incorporated by the Legislature of Massachusetts in 1869. "Its plan of organization," as stated in its first Year-Book, published in 1874, "is unique and comprehensive. Its constituent departments are classified as follows:—

- "I. The Preparatory Departments;
- "II. The Colleges;
- "III. The Professional Schools; and
- "IV. The School of all Sciences.

"The first of these are designed to fit students for the colleges ; the second, to prepare them for the higher industries and arts of civilization, and for the study of the learned professions ; the third, to qualify theoretically and practically for professional life ; while the fourth, including and supplementing the work of the professional schools, is to be a universal or non-professional school of elective post-graduate studies, with special degrees, scholarships, and fellowships. The typical German University includes only what is above styled the School of all Sciences ; the typical English one is a group of allied colleges of liberal arts of almost uniform courses, in which certain professional studies are included ; the typical American one consists of a single college of liberal arts, with or without a preparatory department, and with or without one or more professional or technical schools. Boston University, therefore, is organized upon a more comprehensive plan than any of the three ; indeed, its plan combines the distinctive features of all. This secures not only the distinctive advantages of the three, but also some additional ones growing out of their combination."

In the year 1871, the trustees of the Boston Theological Seminary, under an enabling Act of the Legislature, transferred and legally conveyed to the trustees of the University the school maintained by them, together with all the property and trusts belonging thereto. This gave to the University, as its first department, the largest theological school in New England, and one of the largest in the country.

During the spring of 1872, two new departments were organized : a College of Music and a School of Law. The college was the first of its kind ever established in America. The school opened in October, 1872, with sixty-six students, of whom twenty-two received the degrees of Bachelor of Laws at the close of the first year.

In the autumn of 1873, four additional departments were opened : 1st. The Preparatory Academy at Greenwich, R. I., having been leased by the University, and repaired and improved by the outlay of \$20,000, the result of a contribution, was reopened August 19. 2d. The College of Liberal Arts, answering to what is generally called "the Academic Department," was opened at 20 Beacon Street, Boston, its course of instruction qualifying students for the degrees of Bachelor of Arts, Bachelor of Philosophy, and Bachelor of Science, and twenty students were enrolled in the first class. 3d. A School of Oratory was inaugurated October 15, with a faculty of eight professors and lecturers, designed to train efficient public speakers in such professions as are largely dependent upon excellence in oratory, and to fit men and women for professors and teachers of oratory to supply a public demand already felt. 4th. A School of Medicine was opened under the patronage of the Massachusetts Homœopathic Medical

Society, and with which the New England Female Medical College was united. Between seventy and eighty students of both sexes passed successful examinations, were matriculated, and assigned, according to their advancement, to the several classes.

*The controlling ideas in establishing and organizing the institution, as stated in the first "Year-Book," are,—

"1. The idea or principle that a university ought neither to generalize education merely nor to specialize it merely, but do both, at one and the same time.

"2. That comparatively independent professional and technical schools will accomplish far better results than the same professional and technical instruction imparted in a single school.

"3. That instruction in pure science can be organized more economically, and kept more vital and stimulating in connection with schools of applied science,—*i. e.*, in connection with professional and technical schools,—than apart from them.

"4. That a university should exist not for one sex merely, but equally for the two."

The chief originators and founders of the institution were Hon. Lee Claflin, Hon. Jacob Sleeper, and Isaac Rich, Esq., who left by will the bulk of his large fortune to the institution, the bequest, however, not coming into the hands of the trustees until 1882.

THE COLLEGE OF THE HOLY CROSS,

At Worcester, was founded in the year 1843, by the Rt. Rev. Benedict Joseph Fenwick, Bishop of Boston, and was given by him to the Fathers of the Society of Jesus. In 1865, it was incorporated by the Legislature of the State, with power and authority "to confer such degrees as are conferred by any college in the Commonwealth, except medical degrees." "The object of the institution is to prepare youth for a professional or for a commercial state of life."

The course of studies in this college embraces in its whole extent a period of seven years, of which three are given to the preparatory and junior classes, and the remainder to the senior. The last of these years is devoted exclusively to the study of rational philosophy and natural sciences.

The building occupied by the college is beautifully situated on one of the hills which overlook the city of Worcester, is five stories in height, and is three hundred and twenty feet long, ninety feet in width, and covers an area of sixteen thousand square feet.

The library now contains over eleven thousand volumes, and valuable additions are being made to the scientific apparatus.

The number of students attending the various courses of study in the college, as appears by the catalogue of 1875-6, is one hundred and sixty-six.

Since the opening of the college, there have been educated in the different departments, fifteen hundred and thirty-four students, of whom one hundred and fifty-two have finished the whole course and been graduated.

The faculty and officers of the college are the president (Rev. Joseph B. O'Hagan), a vice-president, and eleven professors.

BOSTON COLLEGE,

A Catholic institution, was incorporated May 25, 1863, with power "to confer such degrees as are usually conferred by colleges in this Commonwealth, except medical degrees." It is located at No. 761 Harrison Avenue, Boston, having a large and conveniently arranged brick building for its use. The building, grounds, and apparatus of the institution are valued at \$200,000. Only day scholars are received, as no dormitories are provided. The rooms for recitations, exercise, and library, are ample and convenient, and a large hall intended for public exhibitions, capable of seating nine hundred persons, has been fitted up.

The Act of incorporation provides that "no student in said college shall be refused admission to, or denied any of the privileges, honors or degrees of said college on account of the religious opinions he may entertain."

The college has no endowment, and is supported by the tuition fees of students, who numbered by the last annual catalogue, one hundred and seventy-five. The library is yet small, containing only three thousand volumes, besides five hundred volumes belonging to societies connected with the college.

The course of instruction continues seven years, and embraces for the first three years the branches of education usually taught in academies, the last four years being given to the studies ordinarily occupying the course in other colleges. "The Fathers of the Society of Jesus, by whom this college is conducted, have for their object to impart a religious, classical, and scientific education." The students are expected to prepare their lessons at home, and for this, it is said, "two hours a day will ordinarily suffice." The course beginning with a "class of rudiments," and extending in successive years through three "classes of grammar," a "class of poetry," and a "class of rhetoric," into a seventh year of philosophy and chemistry, is, as in most of the colleges of this fraternity, largely classical.

The president of the college from its foundation, is Rev. Robert J. Fulton, S. J., assisted by ten teachers.

AGRICULTURAL COLLEGE.

Seventy years ago, there was not a school of agriculture in the world. Now our own country numbers nearly half a hundred of them; Austria has thirty-five; Sweden, twenty-nine; Germany, ninety-seven; and other countries in like proportion.

The credit of the first agitation of the subject, one hundred years ago, belongs to Abbé Rosier, who, in 1775, presented to Turgot, French Minister of Finance, his "Plan for a School of Agriculture in the Park of Chambord." The project was not adopted by the French government at the time, and thus the honor of establishing the first school of the kind in modern history fell to Philippe Emmanuel Von Fellenberg, the Swiss philanthropist and educator, who, in 1808, opened an agricultural school in connection with his establishment in Hofroyl. The large increase in the number of these institutions since, shows the genuine public demand for them.

The Massachusetts Agricultural College was incorporated as a state institution in 1863, and endowed with funds received from the United States. In accepting the gift of three hundred and sixty thousand acres of land by the Act of April 18, 1863, the State contracted to maintain forever at least one college, "where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

On the 25th of May, 1864, the trustees, by a unanimous vote, located the college in Amherst, the town having pledged itself to pay the sum of \$75,000 for the erection of buildings, and to furnish for a reasonable price a satisfactory tract of land for the uses of the institution. In the October following, the present estate of the college was purchased from six different parties. The cost of the land and buildings at that time amounted to about \$43,000, the total area being three hundred and eighty-three and a half acres.

The State has further contracted with the United States, that "no portion of the fund derived from the land grant, nor the interest thereon, shall be applied, directly nor indirectly, under any pretence whatever, to the purchase, erection, preservation or repair of any building or buildings."

The total expenditure for the erection of new buildings has been more than \$150,000, and in this respect the college is well furnished. The total cost of the real estate, including buildings and permanent improvements, and excluding insurance and repairs, has been not less than \$225,000. The personal property, consisting of books, specimens, apparatus and furniture, may be moderately valued at \$30,000, and the farm-stock, vehicles, implements and produce, at \$10,000 more. Thus the total property of the college may be fairly estimated as worth for its purposes the sum of \$265,000. The cash funds for all objects and from all sources now amount to \$253,500. This magnificent sum of \$518,500, therefore, represents the present value for educational uses of the Massachusetts Agricultural College to the Commonwealth.

The library of the college contains about one thousand five hundred volumes. Among them are several valuable sets of cyclopædias, magazines and newspapers, reports of agricultural societies and state boards of agriculture, and many standard works on agriculture and horticulture. There are many useful works of reference in chemistry, botany, surveying, and drawing. The larger part of the books has been presented to the institution by private individuals.

The faculty and students also have the privilege of drawing books from the excellent library of Amherst College, which contains nearly thirty thousand volumes.

The state cabinet of specimens, illustrating the geology and natural history of Massachusetts, has been removed from Boston to the college, and is of much value for purposes of instruction.

The Knowlton herbarium contains more than ten thousand species of named botanical specimens, besides a large number of duplicates. The botanic museum is supplied with many interesting and useful specimens of seeds, woods, and fruit models. There is also a set of diagrams illustrating structural and systematic botany, including about three thousand figures.

About one thousand species and varieties of plants are cultivated in the Durfee plant-house, affording much pleasure and information to students of both colleges.

The very extensive, and in many respects unsurpassed, collections in geology, mineralogy, natural history, ethnology, and art, belonging to Amherst College, are accessible to members of the Agricultural College.

The chemical, engineering, and military departments of the Agricultural College are well furnished.

The buildings belonging to the Agricultural College are,—

North College,	costing	\$36,000 00
South College,	"	36,000 00
College Hall,	"	30,000 00
South Boarding-house,	"	8,000 00
North Boarding-house,	"	8,000 00
Durfee Plant-house,	"	12,000 00
Botanic Museum,	"	5,000 00
South Barn,	"	14,500 00
Farm-house,	"	4,000 00
Four dwellings and barns purchased with the estate,	"	9,000 00

\$162,500 00

The total funds of the college amount to \$360,067.40.

Two-thirds of the income of this fund is by law paid to the treasurer of the college, and one-third to the treasurer of the Institute of Technology.

The Hills fund of \$10,000, for the maintenance of the Botanic Garden, is in charge of the college treasurer, and at present yields an income of \$500.

To this sum should be added the receipts of tuition and room-rent, amounting to \$100 per annum for each scholar, and the receipts from the sale of the products of the farm and garden.

SUMMARY STATEMENT

Of all appropriations and donations in money to the Massachusetts Agricultural College, not including the endowment fund,—

1864.	From State, for aid in founding college,	\$10,000 00
1865.	From State, for aid in founding college,	10,000 00
1867.	From town of Amherst and friends, to erect the first buildings,	75,000 00
1867.	From Dr. Nathan Durfee, a donation for the erection of the plant-house,	10,000 00
1867.	From L. M. and H. F. Hills, a fund, the income to be used for botanical department,	10,000 00
1868.	From State, for building and expenses,	50,000 00
1869.	From State, for building and expenses,	50,000 00
1870.	From State, for building and expenses,	25,000 00
1870.	From William Knowlton, Esq., for herbarium in Botanic Museum,	2,000 00
1870.	From Hon. Albert Fearing, for books,	500 00
1871.	From State, for building and expenses,	50,000 00
1868-74.	From agricultural societies and individuals, for scholarships to aid indigent students,	3,751 00
1873.	From Hon. William Claflin, for the Grinnell Agricultural Prize Fund,	1,000 00

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1873.	From I. D. Farnsworth, Esq., for the Farnsworth Rhe- torical Prize Fund,	\$1,500 00
1874.	From Miss Mary Robinson, bequest for Scholarship Fund,	1,000 00
1874.	From State, for current expenses of college,	18,000 00
		<hr/> \$317,751 00

The total number of students admitted on examination is three hundred and ninety-eight, of whom ninety-five have completed the four years' course, and received the degree of Bachelor of Science.

The members of the faculty consist of the president, eight professors, and six other teachers.

The regular course of study occupies four years, and those who complete it receive the degree of Bachelor of Science, the diploma being signed by the governor of Massachusetts, who is president of the corporation.

The reputation of the Agricultural College at Amherst is already assured. Its original contributions to natural science have been enthusiastically eulogized by authorities as eminent as Agassiz. The annual reports of its current experiments and investigations are eagerly sought for by a constantly increasing number of practical scientists in various professions. Its directly educational and disciplinary work is equally satisfactory to the highest agricultural authorities in New England.

As further evidence of its success and wide-spread reputation, it may be mentioned, that its president, William S. Clark, has recently been appointed by the government of Japan to assist in founding an institution of like character in that country, and is under engagement to spend a year in that service.

SMITH COLLEGE.

Smith College was founded by Miss Sophia Smith of Hatfield, Mass., who in her last will and testament bequeathed funds for the purpose, defined the object and general plan of the institution, appointed the trustees, and fixed the location in Northampton, Mass.

The object of the institution, as stated by the founder, is "The establishment and maintenance of an institution for the higher education of young women, with the design to furnish them means and facilities for education equal to those which are afforded in our colleges to young men."

The culture contemplated, and the branches of learning to be taught, are thus comprehensively defined in the will:—

"Sensible of what the Christian religion has done for my sex, and believing that all education should be for the glory of God and the good of man, I direct that the Holy Scriptures be daily and systematically read and studied in said college; and, without giving preference to any sect or denomination, all the education and all the discipline shall be pervaded by the spirit of evangelical Christian religion. I direct, also, that higher culture in the English Language and Literature be given in said college; also in Ancient and Modern Languages, in the Mathematical and Physical Sciences, in the Useful and the Fine Arts, in Intellectual, Moral and Æsthetic Philosophy, in Natural Theology, in the Evidences of Christianity, in Gymnastics and Physical Culture, in the Sciences and Arts which pertain to Education, Society, and Government, and in such other studies as coming times may develop or demand for the education of women and the progress of the race. I would have the education suited to the mental and physical wants of woman. It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness, and honor, now withheld from them."

The cash funds of the college, increased by interest accruing, and by the addition of \$25,000 raised by the town of Northampton, amount to \$358,000.

The trustees have purchased a site for the college, grounds containing thirteen acres, unsurpassed for beauty and convenience, easy of access, near the post-office, churches and public library, and not far from the railway stations and the business-centre of the town; but at the same time, for the most part, retired and secluded from the public eye, and commanding one of the most beautiful prospects in the Connecticut Valley.

It is the design of the trustees, as it was evidently of the founder, not to add to the number of such schools, seminaries or academies, as now exist for young ladies, but to realize completely and truly the idea of a *woman's college*. They would secure to young women a culture fully equivalent to that afforded to young men by our best New England colleges, and yet differing from that as woman differs from man in her physical and mental constitution, and in the sphere of her active life.

The requirements for admission are substantially the same as at Harvard, Yale, Brown, Amherst and other New England colleges.

The course of studies includes that of the Latin and Greek languages as extensively as in any other college, more than usual attention to the English language and literature and criticism, the study of the modern languages, and more than in other colleges æsthetical study in its various branches.

In the physical sciences, particular attention is paid to those branches (for example, chemistry, botany, anatomy and physiology)

which are peculiarly fitted to woman's nature, and indispensable for her work.

The president of the college is Rev. L. Clark Seelye, assisted by able professors in the several departments.

WELLESLEY COLLEGE

Is located in Wellesley, a part of Needham, about fifteen miles from Boston, and was established for the purpose of giving to young women opportunities for a higher education, equivalent to those usually provided in colleges for young men, and includes both a preparatory and collegiate department, the first requiring a two years' course of study, and the latter the course of four years usual in other colleges.

All the students are required to board in the college, and to aid, to some extent, in the domestic work of the family, a feature in the economy of the institution which has already been successfully adopted by similar institutions.

The number of pupils is limited to three hundred, and more than that number applied for admission the first year, which commenced in September, 1875.

The building occupied by the college was erected and furnished entirely by Hon. Henry F. Durant of Boston, at an expense of about \$1,000,000, and is most beautiful in design and construction. It is probably the most complete and extensive edifice of the kind in the country.

The endowment of the college, as a means to its future growth and prosperity, is as yet only begun, but is sure to command, from public-spirited and philanthropic men, ample provision for all its wants.

The full number of students (300) are now connected with the institution, most of whom are in the preparatory department, but design to pursue the complete college course.

The president of the institution is Miss Ada L. Howard, assisted by a competent corps of teachers.

THE MASSACHUSETTS HISTORICAL SOCIETY

Dates from the year 1790, seven years after the close of the revolutionary war, and when, after the adoption of the Federal constitution, more quiet and leisure would naturally be at the disposal of those whose tastes and education would lead them to historical study and research.

Two learned societies—the American Philosophical Society, founded in 1769, and the American Academy, in 1780—were of earlier origin;

but the multiplication of such institutions was not to be looked for until more tranquil times, and especial attention was likely to be turned to the sources of the history of the country, when it had acquired an independent nationality, and had won a place for its history, by the side of that of other families of men.

The originators and early members of the society were Dr. Belknap, Judge Minot, Thomas Wallcut, Judge Sullivan, Dr. John Eliot, Mr. James Winthrop, Dr. Peter Thacher, Dr. James Freeman, Judge Tudor, and William Baylies.

The objects of the society were described in its constitution to be "the preservation of books, pamphlets, manuscripts, and records containing historical facts, biographical anecdotes, temporary projects, and beneficial speculations," and "a collection of observations and descriptions in natural history and topography, together with specimens of natural and artificial curiosities, and a selection of everything which can improve and promote the historical knowledge of our country, either in a physical or political view."

Under date of November 1, 1791, the society sent out a "circular letter" requesting information upon the subjects named below, from which a more accurate and complete idea of the objects of the society can be obtained than from any other statement:—

"1. The time when your town or city was incorporated; its Indian name; when the settlement began; whether it was interrupted, and by what means; to what colony or county it was first annexed; and, if there have been any alterations, what they are and when made.

"2. The exploits, labors, and sufferings of the inhabitants in war; particular accounts of devastations, deaths, captivities, and redemptions.

"3. Divisions of your town or city into parishes or precincts; erection of new towns within the former limits.

"4. Time of gathering churches of every denomination; names of the several ministers; the times of their settlement, removal, and death, and their age at the time of their death.

"5. Biographical anecdotes of persons in your town, or within your knowledge, who have been remarkable for ingenuity, enterprise, literature, or any other valuable accomplishment; an account of their literary productions, and, if possible, copies of them.

"6. Topographical description of your town or county, and its vicinity; mountains, rivers, ponds, animals, vegetable productions; remarkable falls, caverns, minerals, stones, fossils, pigments, medicinal and poisonous substances, their uses and antidotes.

"7. The former and present state of cultivation, and your thoughts on further improvements, either in respect to agriculture, roads, or canals.

"8. Monuments and relics of the ancient Indians; number and present state of any remaining Indians among you.

"9. Singular instances of longevity and fecundity from the first settlement of the country to the present time.

"10. Observations on the weather, diseases, and the influence of the climate; or of particular situations, employments, aliments, especially the effect of spirituous liquors on the human constitution.

"11. Accurate bills of mortality, specifying ages, and casualties, the proportion of births and deaths; and the increase or decrease of population.

"12. Accounts of manufactures and fisheries, and thoughts on the further improvement of them.

"13. Modes of education, private or public; what encouragement is given to schools or colleges, and what is done to advance literature; whether you have a social library, what is the number of books, and of what value.

"14. What remarkable events have befallen your State, county, town, or particular families or persons, at any time."

The society was to consist of thirty resident and thirty corresponding members,—a number afterwards doubled,—and stated meetings were to be held in every quarter of the year, an arrangement subsequently changed to that of a meeting once a month.

The first meetings were held in private houses; after a few months, in an apartment belonging to the Massachusetts Bank; and in January, 1794, in the Tontine Crescent, south side of Franklin Street, where, in the upper chamber of one of the buildings, the society were enabled to place their collections. The society's Act of incorporation bears date the 19th of the following month. Its sessions continued to be held in that place till more convenient accommodations were furnished, at the cost of some of its members and of other public-spirited citizens, in the year 1833.

The original scheme of the society, contemplating only the collection and preservation of objects and materials of history, became soon enlarged by the publication of papers which came into the possession of the society, some of which were published on an extra sheet of the "American Apollo," a magazine printed weekly. These papers now constitute the first volume of the collections.

The original contributions were soon largely increased from men of letters, from different parts of the country, by communications relating to local history; and a series of publications has continued to be made, at about an average rate of one volume in two years, embracing relics of the ancient times and communications of contemporary scholars.

The library now contains about twenty-two thousand volumes, besides about forty thousand pamphlets and a great mass of manuscripts, arranged in a hundred volumes, mostly furnished with a table of contents.

The society completed, in 1871, the fourth series of publications, comprising ten volumes each, making forty volumes in all, since its formation. These volumes contain a mass of information concerning

our early history, drawn from various sources, which are of incalculable value to the student of history, and which can nowhere else be found, except by such long-continued labor as few would be willing to undertake. These publications are now the oft-sought repository of facts and events in the early history of the country, and every student of that history must ever feel a deep obligation to the founders and managers of the society for their free, generous, and full contributions to the understanding of our country's settlement and progress.

BOSTON SOCIETY OF NATURAL HISTORY.

It is only within the last sixty years that the science of natural history has received the advantage of systematic and organized inquiry in this State. On the 8th of December, 1814, an association calling itself "The New England Society for the Promotion of Natural History," held its first meeting at the house of Dr. Jacob Bigelow. Doctors Bigelow and Hayward and Mr. Octavius Pickering were chosen to frame a constitution, which was drawn up and adopted in the course of a few days, and meetings were held weekly in the hall over Boylston Market. The members were divided into six classes; viz., for minerals, plants, quadrupeds and birds, fishes and reptiles, insects and "vermes." The name of the society not proving satisfactory, it was changed, in 1815, to "The Linnæan Society of New England." But the interest excited in the subject did not affect the general public sufficiently to secure contributions of money or specimens to the society, and, after a few years of struggle to awaken the community to an appreciation of the value of such researches, in 1822, a committee appointed by the society reported it expedient to "suspend the meetings, give up the rooms of the society, and place the collection, or such part of it as can be preserved, in some place where it may occasion no further expense to the society or its contributors."

But some more zealous of the members, aided by new associates, undertook, in 1830, to reorganize, and resolved to form a new association under the present name of "The Boston Society of Natural History." On the 6th of May, a constitution and by-laws were adopted, and, on the 13th of the same month, officers were chosen. An Act of incorporation was obtained at the next session of the Legislature, dated February 25, 1831. In the formation of the new society, two objects were kept in view,—the coöperation of its members in facilitating the pursuit of natural history, and the collection of a cabinet and library.

The difficulties surmounted in the new undertaking are fully expressed in the words of one of the original members:—

"At the time of the establishment of the society, there was not, I believe, in New England, an institution devoted to the study of natural history. There was not a college in New England, excepting Yale, where philosophical geology, of the modern school, was taught. . . . There was not in existence a bare catalogue, to say nothing of a general history, of the animals of Massachusetts, of any class. . . . We were dependent upon books and authors, foreign to New England, for our knowledge of our own zoölogy. There was no one among us who had anything like a general knowledge of the birds which fly about us, of the fishes which fill our waters, or of the lower tribes of animals that swarm both in air and in sea. Some few individuals there were who were distinguished by high attainments in particular branches, and who formed honorable exceptions to the indifference which prevailed; but there was no concentration of opinions or of knowledge, and no means of knowing how much or how little was known. The laborer in natural history worked alone, without aid or encouragement from others engaged in the same pursuits, and without the approbation of the public mind, which regarded them as busy triflers."

The society thus formed struggled along under a debt incurred by the formation of a cabinet, and the attempt to establish a scientific journal, the State granting, in 1835, a subsidy of \$300 per year for five years. It was not until 1841 that the treasury was reported solvent.

In 1840, the society received its first considerable donation of \$10,000 for its immediate and unconditional use, from the will of Mr. Ambrose S. Courtis. In the same year, Mr. Simon E. Greene, a former treasurer of the society, bequeathed a small collection of books and specimens, and \$500 in money.

In 1847, the society having outgrown its original apartments on Tremont Street, and realizing the importance of possessing a building exclusively devoted to its use, started a subscription fund, by which nearly \$30,000 was obtained, with which sum the old Medical College on Mason Street was purchased and fitted up, and the first meeting held there January 5, 1848.

From this time the society increased rapidly in numbers and influence, although receiving no important bequests for nearly fifteen years. In 1861, \$10,000 was received through the bequest of Mr. Jonathan Phillips, and, at about the same time, Dr. William J. Walker commenced his series of gifts, which culminated in the munificent bequest which now forms the permanent strength of the society.

In 1861, the accommodations of the society again proving too limited, Dr. Walker offered \$20,000 for the purpose of building (provided the society would raise an equal amount), and presented a large dwelling-house, where meetings could be held, and the library and collections temporarily stored.

In 1861, the State granted to the society "one-third of a square of

land on the newly filled land on the Back Bay, provided that a building suitable to the objects and purposes of the society should be erected within two years." The sum of money required by the gift of Dr. Walker was raised, the old museum sold to the city for a school-house, and, with the funds thus obtained, the building now occupied by the society was erected on the State grant of land. Before it was completed, Dr. Walker offered to establish a fund of \$20,000 for the maintenance of the collections, provided other friends would raise an equal sum for the same purpose. The building was publicly dedicated on the 2d of June, 1864. On the 2d of April of the following year, Dr. Walker died, leaving to the society, with three other institutions, most of his property, besides making them his residuary legatees. Over \$120,000 has already been received from this bequest. In all, previous to the year 1869, according to a statement in the Year-Book of the society, there had been contributed, for the use of the society, the sum of \$286,000.

The society has attempted to excite and foster a taste for natural history in four ways,—by the free exhibition of its collections, tastefully and scientifically arranged; by placing upon its shelves a library of reference in natural history and kindred sciences; by giving public lectures upon the same subjects; and by publishing the results of the scientific studies of its members.

The museum has always been freely open to the public; at first, on Wednesdays, from twelve to two o'clock; now, on Wednesdays and Saturdays, from ten until five. For many years, "The Boston Journal of Natural History," an illustrated publication, was issued by the society. It contained the more important papers read at its meetings, and appeared, at first, with regularity; afterwards, at more distant intervals. It continued through seven octavo volumes, of four parts each, from 1834 to 1864, when the octavo form was discontinued and a quarto series commenced, also published in parts, entitled "Memoirs of the Boston Society of Natural History." Since 1841 the society has also published an account of its scientific and business transactions, under the title of "Proceedings." It is also proposed to add another series, under the title of "Occasional Papers of the Boston Society of Natural History," consisting of separate works, printed in octavo, with or without illustrations. Most of the type-setting is done in the society's building.

THE NEW ENGLAND HISTORIC GENEALOGICAL SOCIETY

Had its origin, in 1844, in the consultation and united efforts of several gentlemen residing in the city of Boston, who had been severally

engaged for a long time in historical and genealogical studies, and who were desirous of securing the advantages of associated enterprise and effort as an aid to individual interest and labor in their favorite field of research. These consultations resulted, in the fall of that year, in the determination to establish a society, and, in December, a comprehensive constitution was prepared and adopted, and the first full board of officers elected January 7, 1845. The persons first engaged in the scheme, and who held the preliminary meetings, were Messrs. William H. Montague, Charles Ewer, Lemuel Shattuck, J. Wingate Thornton, and Samuel G. Drake.

On the 18th of March, 1845, the Act of incorporation was granted, under the title of "The New England Historic Genealogical Society." The objects of the society, as stated to be by article second of the constitution, are "to collect, preserve, and disseminate the local and general history of New England, and the genealogy of New England families"; and the society is composed of resident, corresponding, honorary, and life members. Having the New England families as the basis of study, whatever serves to influence or illustrate New England life or character, in what has been written, in what has been said, or in what has been done, comes within the scope of its design, while the history of education, of science and the arts, of foreign commerce and internal trade, of inventions and industry, of military aims and achievements, of law and the administration of justice, of religion, morals, manners, habits and customs,—all are embraced under the twofold significance of its corporate name.

Early measures were taken to establish a library, and to this end circulars were sent, and contributions of printed volumes, manuscript documents, original records, newspapers and magazines solicited from the members, who had reached, in 1847, the number of more than three hundred. Additions have been constantly and generously made, until the present time, not only from members of the society, but also from gentlemen in various parts of the country interested in historical research, until, at the annual meeting of the society in January of the present year, the whole number of volumes reported by the librarian has reached thirteen thousand five hundred and seventy-seven, and the number of pamphlets forty-two thousand and ninety-three. Nearly all the States of the Union are represented, in some form, in the society's collection, especially those of New England: Maine by about seventy volumes of general or local historical character, and later state documents; Vermont by two volumes of early records printed, and over thirty historical works; New Hampshire by eighty-five historical volumes, and eight volumes of early records printed; Massachusetts, excepting Boston, by four hundred and ten historical volumes, and sixteen volumes of early records printed;

Boston by one hundred and thirty books, and a large number of directories; Rhode Island by fifty historical books, and ten volumes of early records; Connecticut by ninety historical volumes, and nine volumes of early records printed,—besides a large number of state documents from each of these States.

In January, 1847, the publication of the "New England Historical and Genealogical Register" was commenced, under the auspices of the society. In these volumes may now be found the historical outline of about three hundred New England families, beginning with the emigrant ancestor, or with earlier generations still, and, in some cases, brought down in numerous branches to the present generation. The publication also embraces sketches of the lives of deceased members of the society, memoirs of the early fathers of New England, the charters of cities and towns, abstracts of early wills, private journals and notes touching important events, notices of historical discourses, of graduates of colleges, and of Indian wars, records of towns, churches and families, monumental inscriptions, private and official letters, colonial documents, memoirs of naval and military expeditions, and a multitude of other papers of interest in local history. These pictures of the past are thus effectually preserved for all coming time, and, widely distributed as they now are among the members of the society and others, can always be accessible to the student of history in all parts of our land.

The society has published, also, since 1864, a serial, under the name of the "Heraklic Journal," which was completed in four volumes, in which the whole subject of coat-armor in New England, especially in its relation to family history, is fully and clearly developed.

In 1869, measures were taken to secure a suitable building for the use of the society, and, principally through the efforts of Hon. George B. Upton, Hon. Marshall P. Wilder and William B. Towne, Esq., a subscription was raised for a building and library fund, which amounted to between fifty and sixty thousand dollars. In March, 1870, the estate on Somerset Street was purchased, and the building fitted up for the use of the society, in which the library was placed, and rooms for the use of members, and especially for meetings of the society, were furnished, and it entered upon its second quarter of a century with largely increased means and facilities for the collection and preservation of its historical and genealogical treasures.

THE AMERICAN ACADEMY OF ARTS AND SCIENCES

Had its origin in the efforts of several distinguished men of Massachusetts, who desired, in this country, to found an institution which should

fill a place which had been so long and honorably occupied in France by the Royal Academy of Sciences at Paris, the Royal Society, and the society instituted for the encouragement of arts, manufactures and commerce, in London, and many others of a similar kind, in Europe. Such a society was in contemplation for many years, but the design was never vigorously engaged in and pursued until the end of the year 1779, when many gentlemen, persuaded of the utility of such an institution, determined, without delay, to use their endeavors to have one formed upon a liberal and extensive plan, and at the same time to have it established upon a firm basis by obtaining the sanction of the Legislature. And to the honor of our political fathers be it spoken, that although the country was engaged in a distressing war, a war the most important to the liberties of mankind that was ever undertaken by any people, and which required the utmost attention of those who were intrusted with our public concerns, they immediately assented to the usefulness of the design, entered into its spirit, and incorporated a society, with ample privileges, by the name of "The American Academy of Arts and Sciences."

A charter was granted May 4, 1780, under the title, "An Act to incorporate and establish a Society for the cultivation and promotion of Arts and Sciences," with the following preamble:—

"As the arts and sciences are the foundation and support of agriculture, manufactures and commerce; as they are necessary to the wealth, peace, independence and happiness of a people; as they essentially promote the honor and dignity of the government which patronizes them; and as they are most effectually cultivated and diffused throughout a State by the forming and incorporating of men of genius and learning into public societies: For these beneficial purposes, Be it therefore enacted, by the Council and House of Representatives in General Court assembled, and by authority of the same," etc.

The society as thus incorporated embraced most of the distinguished men of Massachusetts at that day, numbering sixty-two, among whom we find the names of Samuel Adams, John Adams, James Bowdoin, Rev. Charles Chauncey, Tristram Dalton, Francis Dana, Henry Gardner, John Hancock, Joseph Hawley, Edward Augustus Holyoke, Levi Lincoln, John Lowell, Rev. Samuel Mather, Robert Treat Paine, John Pickering, Theodore Sedgwick, Stephen Sewall, Caleb Strong, James Sullivan, Rev. Edward Wigglesworth, and James Winthrop.

The end and design of the institution of the said academy is declared to be,—

"To promote and encourage the knowledge of the antiquities of America, and of the natural history of the country, and to determine the uses to which the various natural productions of the country may be applied; to promote

and encourage medical discoveries, mathematical disquisitions, philosophical inquiries, and experiments; astronomical, meteorological, and geographical observations; and improvements in agriculture, arts, manufactures, and commerce; and, in fine, to cultivate every art and science which may tend to advance the interest, honor, dignity, and happiness of a free, independent, and virtuous people."

In a few months after this Act of incorporation was granted, the statutes were formed, the body became organized, and communications were received. A volume of communications was published at the close of the year 1783, embracing a large variety of subjects which are of interest to scientific men and to the general public.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY.

From the report of J. D. Runkle, president of the institute, it appears that, "in the years 1858 and 1859, an association of gentlemen residing in and near Boston, interested in the professional applications of science, and in the practical and fine arts, conceived the idea of securing the proper site on which to erect, in close proximity, such buildings as might be suitable and necessary for the purpose of the museums and collections of the Natural History Society, and such others as might be formed representing the Industrial and Fine Arts, so as by their union and coöperation to constitute a comprehensive museum, or Conservatory of Arts and Sciences." An application was made to the Legislature for a grant of land on the Back Bay, on which to erect buildings suitable for the purposes, but the effort failed. In the year 1860, another application for state aid was presented, differing from the original in proposing the early establishment of "A Comprehensive Polytechnic College," furnishing a "complete system of industrial education supplementary to the general training of the other institutions, and fitted to equip its students with every scientific and technical principle applicable to the industrial pursuits of the age." This, like the previous effort, failed, but attracted so much public attention as to lead the way to a more definite scheme of organization, which was developed in a report by Professor William B. Rogers, and adopted by a committee having charge of the enterprise, in the autumn of 1860. This report, entitled "Objects and Plan of an Institute of Technology," including a Society of Arts, a Museum of Arts, and a School of Industrial Science, was read at a meeting of gentlemen interested, held at the rooms of the Board of Trade, approved, and its publication recommended. This publication, widely circulated, awakened public interest so largely as to lead to the calling of a public meeting on January 11, 1861, "for the purpose

of adopting measures preliminary to the organization of the institute, and in furtherance of a petition to the Legislature for a charter, and for a portion of the Back Bay lands." The number of subscribers at this time amounted to two hundred and nine.

A committee was formed, which, in coöperation with the committee of Associated Institutions of Science and Arts, again applied to the Legislature for a charter and land, which were granted in an Act approved April 10, 1861. The Act constituted the persons named "a body corporate, by the name of the Massachusetts Institute of Technology, for the purpose of instituting and maintaining a Society of Arts, a Museum of Arts, and a School of Industrial Science, and aiding generally, by suitable means, the advancement, development and practical application of science in connection with arts, agriculture, manufactures and commerce." It also granted for its use, two-thirds of one square of land on the Back Bay, the remaining third being given to the Boston Society of Natural History.

The institute was formally organized under the charter, April 8, 1862, by the choice of William B. Rogers as president; John A. Lowell, Jacob Bigelow, Marshall P. Wilder, and John Chase, vice-presidents; Thomas H. Webb, secretary; Charles H. Dalton, treasurer; and sufficient funds secured to begin operations. The first meeting of the Society of Arts was held December 17, 1862, and bimonthly meetings have since been regularly held during the successive sessions.

By an Act of the General Court of Massachusetts, approved April 27, 1863, the institute receives from the State "one-third of the annual interest or income which may be received from the fund created under and by virtue of the one hundred and thirtieth chapter of the Acts of the Thirty-seventh Congress, at the second session thereof, approved July 2, 1862." "Said Institute of Technology, in addition to the objects set forth in its Act of incorporation, shall provide for instruction in military tactics."

The school was opened in February, 1865, with a class of twenty-seven students. The successive catalogues show the following summaries: 1865-6, seventy-two; 1866-7, one hundred and thirty-seven; 1867-8, one hundred and sixty-seven; 1868-9, one hundred and seventy-two; 1869-70, two hundred and six; 1870-1, two hundred and twenty-four; 1871-2, two hundred and sixty-four; 1872-3, three hundred and seventy-five; 1873-4, three hundred and three; 1874-5, two hundred and eighty-three.

The cash gifts received by the institute to May, 1872, have been as follows: 1862, \$3,000; 1863, \$175,610; 1864, \$3,000; 1865, \$132,761; 1866, \$30,700; 1867, \$58,000; 1869, \$4,000; 1870, \$24,415; 1871, \$63,500; 1872, \$3,300.

The nature and extent of the instruction provided by the Institute of Technology can be stated in no more intelligible form than by the subjoined enumeration of its several departments; viz.,—

Department of Philosophy.
 Department of English and History.
 Department of Modern Languages.
 Department of Military Science and Tactics.
 The Lowell course of Practical Designs.
 The First Year's course in Freehand Drawing.
 The First Year's course in Mechanical Drawing.
 Department of Descriptive Geometry, Stereotomy, and Drawing.
 The instruction in Physiology and Hygiene, and Zoölogy.
 The instruction in Physical Geology and Geography.
 The course in Palæontology.
 The Department of Geology.
 Bridge and Roof Construction.
 Theoretical and Applied Mechanics.
 Department of Mechanical Engineering.
 Department of Chemistry.
 The course of Mining Engineering.
 Mining Expeditions.
 Lowell Free Courses of Lectures.

The officers of instruction are the president, twenty professors, and fourteen assistants.

THE MUSEUM OF FINE ARTS

Was incorporated by an Act of the Legislature, dated February 4, 1870. The Act provides that the persons named therein, "Martin Brimmer, Charles C. Perkins, Charles W. Eliot," and others, "together with three persons to be annually appointed by the President and Fellows of Harvard College, with the consent of the Board of Overseers, three persons to be annually appointed by the trustees of the Boston Athenæum, and three persons to be annually appointed by the Massachusetts Institute of Technology, if the said corporations shall make such appointments, and the mayor of the city of Boston, the president of the trustees of the Public Library, and the superintendent of Public Schools of said city, the secretary of the Board of Education, and the trustees of the Lowell Institute, *ex officio*," shall be "a body corporate by the name of the Trustees of the Museum of Fine Arts, for the purpose of erecting a museum for the preservation and exhibition of works of art, of making, maintaining and exhibiting collections of such works, and of affording instruction in the Fine Arts," with power

to "hold real and personal estate for the aforesaid purpose, to the value of one million dollars."

The objects of the museum are: 1. To make available to the public and to students, such art collections already existing in this neighborhood, as the proprietors of such collections may see fit to deposit in a suitable building to be arranged for the purpose,—under such general provisions as to the custody and exhibition thereof as shall be agreed upon,—with the sole view to their greatest public usefulness. 2. To form in this way the nucleus of what may hereafter become, through the liberality of enlightened friends of art, a representative museum of the fine arts, in all their branches, and in all their technical applications. 3. To provide opportunities and means for giving instruction in drawing, painting, modelling, and designing, with their industrial applications, through lectures, practical schools, and a special library.

It is understood that Harvard University, the Boston Athenæum, and other public bodies represented in the board of trustees, propose to deposit in the museum the works of art belonging to them, so that when first opened to the public, it will contain the following collections:—

"1. A collection of mediæval armor, carved furniture, and majolica, made by the late T. Bigelow Lawrence, Esq., and bequeathed by him to the Boston Athenæum. Mrs. Lawrence generously proposes to decorate, at her own expense, the portion of the building to be devoted to this collection (A large portion of this collection was unfortunately destroyed by the great fire of November 9, 1872.)

"2. The precious collection of engravings, by the most eminent Italian Dutch and German masters, made by the late Francis Gray, Esq., and devised by him to the University at Cambridge. This collection is one which any European city would be proud to possess.

"3. The pictures and casts belonging to the Boston Athenæum.

"4. Such part of the collection of engravings, made by Cardinal Tosti, and given by T. G. Appleton, Esq., to the Boston Public Library, as Mr. Appleton and the trustees of that institution may deem it advisable to deposit in the museum.

"5. Such works of art as individuals may feel disposed to give to the museum, or to deposit there for a longer or shorter period.

"6. A commencement, at least, of what is intended ultimately to become a comprehensive gallery of reproductions, through plaster casts, of the many treasures of antique and mediæval art, and of photographs of original drawings by the most renowned artists of all periods, now accessible, at small cost.

"As all agree that such an art museum ought to be a popular institution, in the widest sense of the term, it should be opened to the public, without charge, on as many days of the week as a proper regard to its interests and to the obvious necessity of reserving certain hours for students will allow."

The collections of the museum completely fill two rooms of the Athenæum picture gallery, and although yet small, are of such a character as to bear out the avowed intention of the trustees to make the museum a first-class institution, calculated to raise the general standard of taste, and to supply art students with materials for valuable study.

THE AMERICAN ANTIQUARIAN SOCIETY,

Located at Worcester, was founded in the year 1812, the first steps being taken for its formal establishment by Isaiah Thomas, LL. D., Hon. Nathaniel Paine, Dr. William Paine, Hon. Levi Lincoln, Rev. Aaron Bancroft, D. D., and Hon. Edward Bangs, all of Worcester, Massachusetts. These gentlemen, on the supposition that the United States Congress had not power to grant charters for such purposes, presented a petition to the State Legislature for an Act of incorporation under the name of the "American Antiquarian Society, with the privilege of holding real estate in perpetuity of the annual value of fifteen hundred dollars, and with such other privileges and immunities as are usually granted by Acts of incorporation to other public societies established under the laws of the Commonwealth."

The prayer of the petitioners was granted, and the Act of incorporation was approved by Governor Caleb Strong, October 24, 1812.

The preamble to the Act of incorporation was as follows:—

"WHEREAS, The collection and preservation of the antiquities of our country, and of curious and valuable productions in art and nature, have a tendency to enlarge the sphere of human knowledge, aid the progress of science, to perpetuate the history of moral and political events, and to improve and interest posterity. Therefore, be it enacted," etc.

The persons named in the Act were gentlemen eminent for their learning and ability, who stood high in the confidence of the public; viz., Isaiah Thomas, Levi Lincoln, Harrison G. Otis, Timothy Bigelow, and twenty-four others.

The society was partially organized November 19, 1812, and the organization completed February, 1813.

At the meeting last mentioned, the president, in accordance with a previous intimation, presented to the society his private library, valued at about five thousand dollars; at that time considered a large sum.

Under the care of the president, the library and cabinet received many additions during the next four years, both from his continued generosity and the increased interest manifested by other mem-

bers, making it necessary to prepare a permanent place of deposit. Among the valuable manuscripts presented to the society in these early years may be mentioned a copy of the records of Boston from 1634 to 1660, by Mr. Thomas, the letter-book of Cotton Mather, and the journal of Rev. Increase Mather, president of Harvard College in 1685, by Mrs. Hannah Crocker of Boston. About nine hundred volumes from the library formerly belonging to Drs. Increase and Cotton Mather were also added to the society's collections.

In 1817, active measures were taken to procure funds to defray the expense of erecting a building for the library and cabinet, by appointing committees to solicit subscriptions. The building erected, situated on Summer Street, in Worcester, was of brick, thoroughly built, and, at the time, considered well adapted to the purposes for which it was intended.

In February, 1819, a committee appointed to prepare an address to the members, setting forth the society's objects and condition, declare the institution to be, in all its concerns, *national*, although it derives its charter and its national appellation from the Legislature of Massachusetts.

In the earlier days of the society, it was the custom, besides having councillors from the several States of the Union, to appoint gentlemen of learning and prominence in each State to act as agents or receivers in collecting articles for the library and cabinet. Among those acting in this capacity in 1819 may be mentioned the names of Governor Plumer of New Hampshire, Professor Silliman of Connecticut, Stephen Van Rensselaer and Dr. J. W. Francis of New York, Timothy Alden and Matthew Carey of Pennsylvania; William Gaston of North Carolina, Langdon Cheeves of South Carolina, and other gentlemen of standing and influence. As might be expected, the result of this extended system of collecting was, that contributions of books, pamphlets, and relics of various kinds were forwarded to the society from all parts of the country. Many Indian relics, utensils and weapons thus found their way into the cabinet, which are now of the greatest interest to the student in archæology.

Regular meetings of the society are held twice a year, the annual meeting for the choice of officers being held in the month of October, at their hall, in Worcester; and the semi-annual meeting in Boston, at the rooms of the American Academy of Arts and Sciences, in the month of April.

In 1853, a new hall was completed for the accommodation of the rapidly increasing library.

The Hon. Stephen Salisbury, now the president, has, in a measure, anticipated the need of increased accommodations, and presented, besides a lot of land in the rear of the present building, a sum, now

amounting to \$12,600, for its future enlargement, which is contemplated at an early day.

By the provisions of the by-laws adopted in October, 1831, the number of American members can at no time exceed one hundred and forty, there being no limit to the election of foreign members.

The aggregate of the several funds of the society is over \$80,000.

The library of the society now numbers over sixty thousand volumes, representing most departments of literature, and is especially rich in early American publications. Included in the number of volumes are over four thousand newspapers, from the "Boston News Letter," the first number of which was issued April 24, 1704, to those of the present time. This department of the library is very full, and includes many volumes of papers published in the last century. It is being constantly increased, and bids fair to contain, if it does not already, the largest collection of newspapers in the country.

The collection of manuscripts is large and of great value and interest, including some of a very early date. Although they have not been catalogued, most of them are so arranged that they can be consulted with comparatively little trouble. Among the more valuable specimens in this department are the Mather manuscripts, written by various members of that family, so prominent in the early history of Massachusetts.

The cabinet of Indian and archaeological specimens includes many of interest to the antiquary. The specimens of Indian weapons and implements are carefully arranged in cases, and can readily be examined.

The society's hall also contains portraits in oil, busts and statutes.

THE ESSEX INSTITUTE.

The institute was formed by the union of the Essex Historical and the Essex County Natural History societies, and was organized under a charter granted in February, 1848, with three departments: History, Natural History, and Horticulture.

The Essex Historical Society was incorporated in 1821, for the purpose of collecting materials for the civil and natural history of the county of Essex. Among its first members were Edward Augustus Holyoke, Joseph Story, Nathaniel Bowditch, John Pickering, Nathaniel Silsbee, Leverett Saltonstall, Ichabod Tucker, Benjamin Merrill, and others equally distinguished. It was organized mainly through the efforts of the late George A. Ward.

The Essex County Natural History Society was incorporated in 1836, for the purpose of promoting the science of natural history, and

numbered among its first members Andrew Nichols of Danvers, William Oakes of Ipswich, and Dr. William Prescott of Lynn.

In February, 1870, an Act in addition to the Act of incorporation was passed by the Legislature, enlarging the powers of the institute so as to include among its objects the promotion of the arts, science, and literature in addition to those of the original societies. At the annual meeting following, a fourth department was instituted, that of "Fine Arts."

Its library, which, at the time of the union consisted of about one thousand five hundred volumes, besides a few pamphlets and newspapers, now numbers nearly thirty thousand bound volumes and about one hundred thousand pamphlets, exclusive of duplicates, embracing all departments of literature.

Its museum contains a large collection of antiquarian and historical relics, paintings, engravings, medals, coins, paper currency, etc., which are placed in Plummer Hall. The scientific portion is deposited with the trustees of the Peabody Academy of Science, in conformity to an agreement made in May, 1867. At the time of its removal, the collection contained over one hundred and twenty-five thousand specimens in the departments of ethnology, zoölogy, botany, mineralogy, and geology, scientifically arranged, and in good part labelled and catalogued.

Its publications are: the "Proceedings of the Essex Institute," six volumes, 8vo; "The Naturalist's Directory;" "The American Naturalist," vol. 1 (afterwards transferred to the Peabody Academy of Science); "The Historical Collections of the Essex Institute," eleven volumes; "Bulletin of Essex Institute," five volumes. "The Historical Collections" and the "Bulletin" are regularly issued.

Of the high rank which these publications hold in the list of similar works throughout the world, it is only necessary to state that the institute has established a regular system of exchange with over two hundred of the most prominent societies.

Its rooms are in Plummer Hall, Salem, so called in honor of Ernest Augustus Plummer, whose sister, Miss Caroline Plummer, cherishing his memory, and directing that her gift should be made in his name, bequeathed to the proprietors of the Salem Athenæum the sum of \$30,000 to be expended in the erection of a suitable building for the purpose of depositing the books belonging to said corporation, with liberty also to have the rooms thereof used for meetings of any scientific or literary institutions, or for the deposit of any works of art or natural productions.

Its objects may be briefly summed up in three items: 1. The collection and permanent preservation of all materials relating to the civil and natural history of the county of Essex. 2. Aid in the

education of any of the inhabitants of Essex County in any branch of history, science, art or literature. 3. The general promotion and diffusion of historical and scientific knowledge.

To attain these ends, public meetings are held throughout the county every summer for scientific and historical investigation and discussion. Evening meetings for the same purpose are regularly held during the winter at the rooms of the institute. While these meetings were started for educational purposes simply, experience has shown that they are of inestimable value as a means of promoting friendship and social feeling between the inhabitants of different parts of the county. There are also stated meetings on the second Wednesday of February, May, August and November, at three o'clock in the afternoon. The meeting in May is the regular annual meeting. The institute also gives courses of scientific and other lectures and series of concerts during the winter months, and horticultural exhibitions during the summer and autumn.

With the exception of a few small bequests and donations, amounting to about \$8,000, the institute is dependent for its support on the yearly assessment, which is \$3, payable at the annual meeting; or any member, in lieu of the annual assessment, may pay the sum of \$30.

There are now about four hundred and eighty resident members, of whom about one hundred reside in other places than Salem; also a number of corresponding members not residents of Essex County.

ANDOVER THEOLOGICAL SEMINARY.

This institution is an outgrowth of Phillips Academy in the same town, and was contemplated in the original design of the founders of the Academy, which was established April 21, 1778, by Hon. Samuel Phillips of Andover and John Phillips of Exeter. These benefactors transferred to a board of twelve trustees a property consisting of one hundred and forty-one acres of land, with the buildings thereon, in Andover, and two hundred acres in Jaffrey, N. H., besides £1,614, or \$5,830, "the income to be forever appropriated and expended for the support of a public free school or academy in the south parish of Andover."

An Act of incorporation was granted October 4, 1780, and suitable buildings erected for the accommodation of students, recitation-rooms, etc.

In conformity with the design of Hons. John and William Phillips, the trustees of Phillips Academy, in June, 1807, obtained liberty from the legislature "to receive and hold donations for the purpose of a theological institution."

Mrs. Phebe Phillips, the widow, and John, the son, of Lieutenant-Governor Samuel Phillips, obligated themselves to erect two buildings,—one for the accommodation of students, the other for the steward.

Samuel Abbott of Andover gave \$20,000 for maintaining a professor of Christian theology, and, March 21, 1808, Moses Brown, Esq., and Hon. William Bartlett of Newburyport, gave, the former \$10,000 and the latter \$30,000, and Hon. John Norris \$10,000, for the support of two professors.

The institution was opened in October, 1808, with thirty-six students for the first year.

The Seminary buildings, now five in number, crown a highland commanding fine views of the surrounding country. The faculty consists of seven members, and there are several special lecturers from year to year.

The Seminary is open to Protestants of all denominations, with a course of study of three years; prominence being given, in the first to the Scriptures, in the second to theology, and in the third to church history. The library contains thirty thousand volumes. Tuition and (to undergraduates) room-rent is free. The number of students, as appears by the last catalogue, is, seniors, twenty-three; middle class, twenty-one; juniors, fifteen; special course, five.

The whole number of alumni is 1,746.

The Endowment Funds amount to \$525,000. The buildings have cost \$240,000.

THE NEWTON THEOLOGICAL INSTITUTION

Was established under the auspices of the Baptist denomination. Its origin may be dated from a numerous meeting of ministers and private brethren from various parts of New England, held in May, 1825, at the vestry of the First Baptist Church in Boston, who pledged themselves to use every exertion towards the founding of the desired institution.

The charter was granted by the legislature and accepted by the trustees March 13, 1826, and the Rev. Iraha Chase duly elected Professor of Biblical Theology. At the same meeting a committee of finance was appointed, but funds for the support of the institution were received slowly until 1832, when \$20,000 had been raised towards the support of the two professors who had been then appointed. Another professor was appointed in 1832, but the means for the support of the institution were insufficient until March, 1852, when it was voted to raise \$100,000 by subscription, which amount was soon raised, the trustees alone pledging \$35,000. The endowment being still unsatisfactory, after the discharge of debts, it was voted, in December,

1867, that an "additional endowment of \$150,000 ought to be raised at an early day," and in a short time the larger sum of \$200,000 had been contributed.

The buildings of the institution have been repaired and improved from time to time. Farwell Hall has been built, at a cost of \$10,000, and repaired at a cost of \$12,000. Colby Hall and Sturtevant Hall have been added, at an expense of about \$40,000 each.

The last report of the Treasurer of the institution, June 1, 1876, shows,—

The property account,	.	.	.	.	.	.	.	.	\$108,500 00
permanent fund,	.	.	.	.	.	.	.	.	124,085 99
endowment fund,	..	.	.	.	.	.	.	.	189,329 35
balance of cash,	.	.	.	.	.	.	.	.	310 50
									<hr/> \$445,900 24

The whole number of alumni, applying the term to all who have been connected with the institution, is more than seven hundred.

The faculty consists of the president, Rev. Alvah Hovey, D. D., four professors, lecturer on elocution, and librarian. The number of students, as appears by the catalogue of 1875-6, is, seniors, fourteen; middle class, twenty-three; junior class, twenty-one; general students, ten; total, sixty-eight.

The library, selected for the most part with especial reference to the wants of theological students, contains over twelve thousand volumes.

THE NEW CHURCH THEOLOGICAL SCHOOL

At Waltham, is the beginning of what is intended by its projectors, for a permanent and useful institution. For several years the subject had occupied seriously many of the leading minds of the church, but action in regard to it may be said to have commenced at the meeting of the General Convention held in Chicago in June, 1865. A resolve was passed requesting the Committee on Ecclesiastical Affairs to "mature and bring into the Convention a plan of action in the premises." The report of this committee, on the expediency and desirability of establishing a Theological School, after discussion, was referred to a committee on a Divinity School, who resolved to establish a Theological Institute, to be opened at Waltham, under the direction of the President of the Convention, commencing in July, 1866, and six students enrolled themselves as a class at the opening; and a course of thirty-two lectures from several of the leading clergymen of the church was given during the first year.

In 1867, a faculty was appointed, consisting of a president (Rev. Dr. Thomas Worcester) and three instructors, and arrangements were made for courses of lectures. In 1868, the sum of \$27,000 was subscribed and paid in towards an endowment for the professorships. The School has now been in operation ten years, with a yearly attendance of from five to ten students, and may be considered as permanently established, with a prospect of future prosperity and growth, in proportion to the increase of the church in whose interests and under whose care it was founded.

THE EPISCOPAL THEOLOGICAL SCHOOL

At Cambridge, was established in 1867, by a gift made by Mr. Benjamin T. Reed, of Boston, of \$100,000, towards the founding and endowing of the desired institution, which sum he placed in the hands of three trustees for that purpose. On the 1st of June, 1867, the Legislature granted a charter, which was accepted, and the work of organization commenced; and during the same year donations were made amounting to \$17,040, towards purchasing a residence for the Rev. Dr. Stone, who had principal charge of the institution. In the year 1869, Mr. Robert M. Mason completed and presented to the trustees, the beautiful edifice of St. John's Memorial Chapel as a free church for the permanent use of the students of the school, and of the congregation which might be gathered there as worshippers. This building, with its organ and furniture, cost \$75,000.

In 1872, Mr. Amos A. Lawrence began, and has now completed, a substantial and commodious dormitory for the students, in style and material corresponding with the chapel, and at an expense of \$35,000. This is but half of the building as contemplated, when finished. In 1873, donations amounting to \$11,000 were made towards the purchase of an additional estate, and \$25,000 were given by the founder of the school towards a permanent building for the library. It is intended to complete the quadrangle of buildings by the erection of a hall, containing a refectory, kitchen, and rooms for a domestic establishment, at a cost of about \$20,000. The land, on which stands the chapel, was the gift of friends in Philadelphia and New York, and that on which stand, or are to stand, the dormitory, the library (Reed Hall), and the refectory, was the gift (\$10,400) of Mr. Samuel Batchelder and (\$15,000) of Mr. Amos A. Lawrence. The endowment of the school is *prospectively* much enlarged by the will of its founder, who has bequeathed to it the principal part of his estate, subject to the life-interest of his widow, his son, and some other heirs. The trustees now hold property amounting to \$317,000.

The faculty of the school consists of a dean and six professors. The number of graduates has been twenty-seven, and there are eighteen now in the different classes.

SCHOOL OF THEOLOGY OF BOSTON UNIVERSITY.

In the spring of 1839, "the Centennial Jubilee of Universal Methodism," a convention of ministers and members of the Methodist Episcopal Church in New England, was called to consider the expediency of establishing a Methodist Theological Institution. The New England, New Hampshire, and Maine Conferences, at the solicitation of the Convention, each appointed a committee of five to cooperate with a Committee of the Convention, and the three delegations met in Bromfield Street Church, August 28 and 29 of the same year, and founded the Wesleyan Institute Association. Eighteen hundred dollars were subscribed on the spot, and thirteen hundred in addition by the Maine Conference. The citizens of Newbury, Vt., gave a site and buildings equal to those of Newbury Seminary, on condition that \$15,000 were pledged towards the endowment of the new school. In November, 1840, the proposition was accepted, a board of trustees elected, and financial agents appointed to solicit additional funds. At the same meeting, Rev. John Dempster, M. A., was elected Professor of Systematic Theology, and Rev. John W. Merrill, M. A., Professor of Sacred Literature. This was the first Theological Faculty in the history of American Methodism. This action was afterward, in 1841, rescinded, and the location changed to Middletown, Conn., with a view of making the institution a department of the university at that place. But the friends of the original location at Newbury organized the "Theological Society of Newbury Seminary." After repeated efforts to sustain the institution there for several years, in 1847 the offer of a location and building at Concord, N. H., was accepted by the trustees, and the school reopened there on the 1st of April, with two professors and seven students, and a charter was procured from the New Hampshire Legislature. The institution, during the next twenty years, graduated two hundred and ten students, and educated, in part, five hundred and seventy ministers, when (in 1867) the school, with all its trusts, was transferred to Boston.

Such was the origin of the Boston Theological Seminary, constituting now one of the four schools of the Boston University. In March, 1871, the General Court gave the necessary authority for the transfer of the school, with all its appurtenances, to the University Corporation. The faculty and students of the Theological School are

always to enjoy free access to the libraries, lectures, and other facilities of the University.

The faculty of the school consists of a dean and six professors, assisted by lecturers selected from year to year, and several special instructors. The number of graduates since the opening of the school in Boston, has been three hundred and twenty; the number of students from the beginning, eight hundred and fifty-eight; and the present number, one hundred. The endowment of the University, made specially for the Theological School, is \$300,000. The number of books in the library is five thousand.

TUFTS DIVINITY SCHOOL,

Under the auspices of the Universalist denomination, is a department of Tufts College, at College Hill, in Somerville, and was organized in 1867. It has no funds separate from those of the college, the salaries and other expenses being paid out of the income of the general funds belonging to the institution. It has a president, three professors and one instructor. It opened with three students; has had from the beginning forty-seven students; has graduated twenty-one; and has now connected with it twenty-three.

For any further information in regard to the origin of the school, and its endowments, reference may be had to the account of Tufts College, with which it is so closely connected.

The theological institution connected with Harvard University is considered in the account of the University.

NOTE.—In compiling the foregoing account, free use has been made of various reports and histories of the several institutions; for which, in most cases, credit can only be given in this general obligation of indebtedness.

[D.]

NORMAL SCHOOLS OF MASSACHUSETTS:

THEIR ORIGIN AND PROGRESS.

By ALBERT G. BOYDEN, A. M., *Principal of State Normal School at Bridgewater.*

ORIGIN OF PUBLIC SCHOOLS.*

Normal Schools are the result of a demand for well qualified teachers for the Public Schools.

The first thoroughly organized system of public education, for all children and youth, *under the administration of the civil power*, was made in Germany. It was the outgrowth of the reformation under Luther. In 1529, after "a visitation had been made of the churches and schools of the electorate of Saxony, in which more than thirty men were employed a whole year, the 'Saxon School System,' as it was called, was drawn up by the joint labors of Luther and Melancthon; and thus the foundation was laid for that magnificent organization of schools to which Germany owes so much of her present fame." During the last half of the sixteenth century a school law was adopted in four of the German states, which "provided for the classification, inspection, and support of Public Schools, on substantially the same plan which prevails to this day in Germany." Many able men followed Luther, "who all labored, by their writings, and by organizing schools and courses of instruction, to disseminate improved methods of instruction."

In the first half of the seventeenth century, the thirty years' religious war scattered teachers and schools and arrested the progress of educational improvement for an entire generation. "At the close of the war, the civil government in several of the German states began to take effectual steps to secure the attendance of children at school by making it compulsory on parents, on penalty of fine and imprisonment for neglect, to send them during a certain age."

* In the preparation of this section, and the one following, the facts have been derived chiefly from the work on Normal Schools by Hon. Henry Barnard.

While this war was raging in Germany, the early settlers of Massachusetts planted the church and the free Public School side by side on these shores, as the basis on which a republican constitution is founded.

The Public School for all the children of the State is the product of an enlightened Christian civilization. For more than three hundred years in Germany, the organization, administration, instruction and discipline of the Public Schools have been slowly but steadily advancing, and through Germany the system has extended to modern Europe.

ORIGIN OF NORMAL SCHOOLS.

As a necessary outcome of the establishment of Public Schools in Germany, Teachers' Seminaries, or Normal Schools, were established, in which the teachers were taught the *science* of education and the art of *teaching* and *training* children.

The idea of a school for the special training of teachers was first wrought out by individuals, afterwards adopted by the government.

The celebrated Augustus Herman Franke, born at Lübeck in 1663, and founder of the Orphan House at Halle, in 1694, an institution consisting of several schools, in which were 3,000 to 4,000 pupils, *first* organized a special department for the instruction of teachers, which he called a Teachers' Seminary. "In this pupils received separate training for two years, and obtained a practical knowledge of methods in the classes of the several schools, for which they bound themselves to teach three years in the institution, after the close of their course. In 1704 this plan was matured and a supply of teachers for all the lower classes was drawn from this seminary. But besides the teachers trained in this branch of Franke's great establishment, hundreds of others, attracted by the success of his experiments, resorted to Halle, from all parts of Europe, to profit by the organization, spirit and method of his various schools."

This was the first regularly organized Teachers' Seminary, or Normal School; "not *normal* in the sense in which the word was originally used, as a school of children so conducted as to be a *model* or *pattern* for teachers to imitate, but a *school of young men*, who had already passed through an elementary, or even a superior school, and who were preparing to be teachers by making additional attainments, and acquiring a knowledge of the human mind, and the principles of education as a science, and of its methods as an art."

The pupils of Franke were among the most eminent and successful teachers of the time, some of them founding Normal Schools, and others reorganizing and reforming the schools in other states.

In 1746, the celebrated Pestalozzi was born, who, profiting no doubt

by the labors of his distinguished predecessors, diffused by his example and writings a new spirit among the schools for primary instruction all over Europe. Although born in Switzerland, at Zurich, and confining his personal labors to his native country, still his general views of education were so sound and just as to gain universal adoption, and have become the common property of teachers and educators all over the world.

“When the Prussian government, in 1809, undertook systematically the work of improving the elementary schools, as the means of creating and diffusing a patriotic spirit among the people, the fame of Pestalozzi was at its height. To him and to his school, to his method and to his disciples, the attention of the best scholars in the kingdom was turned for guidance and aid. Several enthusiastic young teachers were sent to his institution at Iferten, to study his methods and imbibe his spirit. One of his favorite pupils, C. B. Zeller of Wirtemberg, was invited to organize a Normal School at Konigsberg, the Orphan House established by Frederic III. To this seminary, during the first year of its existence, upwards of one hundred clergymen and eighty teachers resorted, at the expense of the government, to acquire the principles and methods of the Pestalozzian system. Through them, and the teachers who went directly to Pestalozzi, these principles and methods were transplanted, not only into various parts of Prussia, but also into the schools and seminaries of other states in Germany.”

Between 1770 and 1800, teachers' seminaries were introduced into nearly every German state, and supported in whole or in part by the government. At the beginning of the present century there were about thirty of these seminaries in operation in Germany. The wars growing out of the French Revolution suspended for a time the movements in behalf of popular education, until the success of the new organization of schools in Prussia, commenced in 1809, arrested the attention of governments and individuals all over the continent; and led, during the first half of this century, not only to the establishment of seminaries nearly sufficient to supply the annual demand for teachers, but to the more perfect organization of the whole system of public instruction.

This great movement for the elevation of the race could not of course be long confined to the continent; it was adapted and destined to bless the nations. The Commissioners for National Education in Ireland, provided, in 1839, a Normal establishment in Dublin, for the training of teachers. And Normal Schools in England were established in London in 1842.

MASSACHUSETTS NORMAL SCHOOLS.

While Prussia was achieving such grand results by the reorganization of her schools, a similar awakening to the necessity of improvement in the Common Schools was experienced in Massachusetts, which found expression in constant appeals to the people and the Legislature, through the press, and in every form of public address, by many of the ablest minds in the State. The main object sought was the establishment by the State of a Board of Education, and Normal Schools for the better qualification of teachers for the Common Schools.

James G. Carter of Lancaster was the first to call public attention in Massachusetts to the necessity and advantages of Normal Schools, in a series of articles in the "Boston Patriot," with the signature of Franklin, in the winter of 1824-5, in which he maintained that "the first step toward a reform in our system of popular education is the scientific preparation of teachers for the free schools. And the only measure that will ensure to the public the attainment of the object is to establish an institution for the very purpose." He then goes on to describe the leading features of an institution for the education of teachers. These essays were ably written, and attracted much attention.

Governor Lincoln,* in his annual address delivered before the General Court, June 6, 1827, spoke as follows on this subject:—

"It would be unfaithfulness to duty if I failed to advert to the adoption of measures for the preparation and better qualification of teachers of youth. The wants of the community in this respect are unquestionably great, and with a growing population will be continually increasing. The cause of learning languishes both from the paucity and incompetency of instructors. To supply the acknowledged deficiency, it has heretofore been proposed to offer encouragement to an institution in which arrangements shall be made for the appropriate education, and the cultivation of practical talent in the art of governing and communicating instruction."

This part of the governor's message was referred to the Committee of the House on Education, of whom Hon. William B. Calhoun of Springfield was chairman. During the following winter session, in February, 1828, this committee presented a bill providing for the establishment of a fund, to be called the "Massachusetts Literary Fund." The first section of the bill provided for the creation of the fund. The second section provided "that the avails of said fund shall be appropriated *to the endowment of an institution for the instruction of school teachers in each county of the Commonwealth*; and also for the *aid and encouragement of the common schools*, by a distribution

* Report of Secretary White in Thirty-Fourth Report of Board of Education.

thereof, for this purpose, in just and equal proportions to the several towns in the Commonwealth." This bill failed to become a law.

The next legislation on this subject was in January, 1833, when a special committee of the House, to whom the subject had been referred by an order of the House, introduced a bill for the establishment of a school fund. This bill was "referred to the next General Court." In February, 1834, the House Committee on Education, through Hon. Dwight Foster of Worcester, their chairman, made an elaborate report accompanied by a bill, which became a law. This was "An Act to establish the Massachusetts School Fund," which provided "that the income only of said fund shall be appropriated for the *aid and encouragement of common schools*." No reference is made in this Act to "the endowment of an institution for the instruction of school teachers," the great object for which the establishment of the fund was originally advocated in 1828; but the establishment of the school fund was an important step in preparing the way for the introduction of Normal Schools.

In March, 1835, the House Committee on Education, by Alexander H. Everett, chairman, recommended that an appropriation of a portion of the income of the school fund be made for the *education of teachers*. "In support of this position, the committee appended to their report a very valuable document, prepared by a distinguished Prussian, then in this country," giving a clear statement of the provisions made for the education of teachers in Prussia. But the Legislature declined to act upon this recommendation.

The eloquent and earnest appeals of the friends of a better system of popular education were continued at every opportunity. Among the most prominent advocates of the Normal Schools at this time were James G. Carter, who was active as a member of the House of Representatives; Dr. William E. Channing of Boston, who labored for them with his pen and in public addresses; Rev. Charles Brooks of Hingham, who held conventions in many towns in the Old Colony, delivered lectures on the subject of Normal Schools founded on the Prussian system for the education of teachers, before the Legislature, and in many of the larger towns of the State.

At the annual meeting of the American Institute of Instruction, in Boston, in August, 1836, the following resolutions, offered by Frederic Emerson of Boston, were adopted:—

"*Resolved*, That the business of teaching should be performed by those who have studied the subject of instruction as a profession. Therefore,

"*Resolved*, That there ought to be at least one seminary in each State, devoted exclusively to the education of teachers; and that this seminary should be authorized to confer degrees."

At a later period in the session, the following order, offered by Mr. F. Emerson was adopted:—

“Ordered, That the Board of Directors be instructed to memorialize the Legislature on the subject of establishing a seminary for the education of teachers.”

Mr. George B. Emerson of Boston, in behalf of the Committee of the Directors, prepared the memorial, which was submitted to the Legislature in January, 1837. This paper is one of the ablest arguments in favor of a Normal School that has ever been written. James G. Carter, who was chairman of the House Committee on Education, made an able effort to secure an appropriation for this object, but was unsuccessful. Later in the session, he secured the passage of a bill establishing the Board of Education. This bill became a law, April 20, 1837, and Governor Everett appointed Mr. Carter the first member of the Board. The other members were Rev. Emerson Davis of Westfield, Edmund Dwight and Horace Mann of Boston, Rev. Edward A. Newton of Pittsfield, Robert Rantoul, Jr., of Gloucester, Rev. Thomas Robbins of Rochester, Jared Sparks of Cambridge.

The Board held its first meeting, June 29, 1837, chose Hon. Horace Mann its Secretary, and issued an Address to the People of Massachusetts, asking their coöperation and recommending “that a convention be held in each county of the State, to be attended by the teachers from each town, by the chairman and other members of the school committees, by the reverend clergy, and generally by all who take an interest in the great duty of educating the rising generation.”

These conventions were held during the autumn of 1837 in every county except Suffolk, and stirred the entire community to a higher interest in the whole subject of school education. The Board of Education immediately recommended the passage of a law providing for the establishment of Normal Schools.

In March, 1838, Hon. Edmund Dwight of Boston—a name that ought ever to be held in reverence by all who feel an interest in the success of the Public School system of Massachusetts—offered, through the Secretary of the Board of Education, to furnish ten thousand dollars, “to be expended under the direction of the Board, for qualifying teachers for our Common Schools, on condition that the Legislature would appropriate for the same purpose an equal amount.” On the 19th of April, the same year, the Legislature passed Resolves accepting the proposition and requiring the Board of Education to render an annual account of the manner in which said moneys have been by them expended.

With the sum of twenty thousand dollars at their command, the

Board decided to establish three schools for the education of teachers, each to be continued for three years, as an experiment.

The people of Plymouth County, who had been thoroughly aroused by the efforts of Mr. Brooks and others, true to the spirit of the Pilgrim Fathers, were the first to make application to the Board that one of these schools should be located in the county of Plymouth. A committee representing the county presented the application at the annual meeting of the Board, May 30, 1838, and immediately received the following reply :—

“GENTLEMEN,—After your interview, this morning, with the Board of Education, on the subject of establishing a teachers’ seminary in the county of Plymouth, the Board adopted resolutions, of which the following is a copy :—

“*Resolved*, That a committee be appointed to confer with the committee from the county of Plymouth, upon the basis of the following resolution.

“*Resolved*, That the Board of Education will establish a school for the education of school teachers at a point to be hereafter selected within the county of Plymouth, and provide suitable teachers therefor for a term not less than three years, as soon as suitable buildings, fixtures and furniture, and the means of carrying on the school, exclusive of the compensation of teachers, shall be provided and placed under the control of the Board.’

“The committee of the Board, appointed under the first of the above resolutions to confer with you, having in said conference been requested to furnish you with a copy of the vote of the Board, together with any aims of a more definite character which they may entertain, hereby comply with your request.

“It is obvious, that as soon as we look at the project of establishing a teachers’ seminary in your county, or in any other one, questions almost innumerable present themselves for decision.

“In regard to the one contemplated, the first questions might be, In what place shall it be established? Shall it be for the qualifications of male or female teachers? In regard to these points, we think we can say that any decided preponderance of views on the part of the friends of education in your county, would be decisive with the Board. It is, however, the impression of the Board that the school should be for one sex only.

“Again, what description of buildings shall be erected, and what number of pupils shall they be designed to accommodate? So far as the Board are at present advised, it seems probable that a school for a hundred pupils would soon supply the requisite number of teachers for your county. Academy buildings sufficient for the accommodation of that number, and a mansion house, or houses, for their residence would be deemed adequate to meet the public wants. We suppose it would be thought advisable that the Board should regulate the time of the pupils remaining at the institution, the number of studies they should pursue, and establish the general regulations for the conduct of the institution, while they would wish that the title of, and interest in, the property should be vested in trustees to be

appointed for the purpose, so that in case of a discontinuance of the use or the buildings by the Board for the purpose of educating teachers, the property of the same should revert to the original donors, and not vest in the Board or in the Commonwealth.

"Very respectfully,

"ROBERT RANTOUL, Jr.,

"EMERSON DAVIS,

"JARED SPARKS,

"HORACE MANN,

"Committee of the Board."

The Board voted at this meeting to call these schools for the education of teachers "Normal Schools."

Measures were immediately commenced in Plymouth County for complying with the conditions of the Board. To create an interest in the cause among the people of the county, a convention was called, mainly through the efforts of Rev. Charles Brooks, to meet at Hanover, September 4, 1838. The convention was largely attended, and a number of distinguished speakers addressed the people. Hon. Horace Mann, Secretary of the Board of Education, Hon. Robert Rantoul, Jr., Rev. George Putnam, Hon. John Quincy Adams, Hon. Daniel Webster, and others, eloquently advocated the object of the convention. A plan was proposed at this meeting for raising a fund, of \$10,000, for the erection and equipment of the buildings for this school in Plymouth County.

An association was formed for raising this fund, and the Legislature of 1839 passed an Act incorporating Artemas Hale of Bridgewater, Seth Sprague, Jr., of Duxbury, Ichabod Morton of Plymouth, Silvanus Bourne of Wareham, Arad Thompson of Middleborough, and their associates and successors, by the name of the "Plymouth County Normal School in the County of Plymouth," that this corporation might provide the building and necessary appurtenances for the use of the Normal School in Plymouth County. Artemas Hale of Bridgewater was the president of this corporation, and very active and influential in securing the means for the establishment of the school.

The trustees held public meetings in most of the towns of the county, and the importance of the measure, as a means of enhancing the usefulness of our Common Schools by a more thorough preparation of teachers, was ably and strongly urged. The towns of Plymouth, Duxbury, Marshfield, Abington, and Wareham voted to appropriate their respective proportions of the sum of eight thousand dollars from the surplus revenue, which had just before been divided by the general government. It was then agreed by the trustees that the town in which the school should be located should make up the additional two thousand dollars.

Individuals in the towns of Plymouth, Bridgewater, Hanover, Kingston, Plympton, Halifax and Middleborough agreed to do so, provided the school should be located in their own town. The next step was to decide upon the location of the school. It was decided that the location should be determined by disinterested men. Accordingly, Hon. Samuel Hoar, Hon. Robert Rantoul, Jr., and Hon. James G. Carter were appointed for that purpose. This committee visited all the places in which application had been made for the location of the school, and then gave a public hearing at Bridgewater, March 26, 1840. The principal competition was between the towns of Plymouth, Middleborough and Bridgewater. The respective claims of these towns were urged in the strongest manner possible. The decision was in favor of Bridgewater. It was then thought that the desired object was soon to be accomplished and the school to be put in operation, but some of the towns which had voted to pay their proportion of the ten thousand dollars refused to do so, and, as the other pledges were made on the condition that the full sum should be raised, the whole matter as to funds, for which so much time and money had been spent, became null and void. To prevent the failure of an enterprise of so much importance, application was made to the Board of Education to know upon what terms they would establish the school at Bridgewater. The Board—

"Voted, That a Normal School be established at Bridgewater for the term of three years, on condition that the people of that place will put the town house in such state of repairs as may in the opinion of the visitors be necessary for the accommodation of forty scholars, and that they place at the disposal of the visitors the sum of five hundred dollars to be expended in procuring a library and apparatus, and that they give reasonable assurance that the scholars shall be accommodated with board within a suitable distance, at an expense not exceeding two dollars per week."

The town accepted these conditions, granted the use of the town house, spent two hundred and fifty dollars in fitting it up, and paid the five hundred dollars for the library and apparatus. A school-house for the model school, connected with the Normal School, was built by the Centre School District at an expense of five hundred dollars. On the 9th of September, 1840, the school was opened under the tuition of Nicholas Tillinghast as principal, with seven young men and twenty-one young women for pupils. Addresses were made by Governor Morton, Horace Mann, and others.

It will thus be seen that the people of Plymouth County were foremost in the endeavor to open a Normal School, that they proposed to raise a fund sufficient to give it a permanent home at the outset, and for nearly two years the friends of the movement made every possible

effort to accomplish the desired object, but the time for so large an outlay had not come; the Normal School in Massachusetts was an untried experiment, and it must be content with a humble beginning. This prolonged effort to provide good buildings for the school at the beginning, made this the last of the first three Normal Schools of the State to be opened, but it was so firmly planted in Bridgewater by these efforts that it has never changed its location. Horace Mann said of this school, at the dedication of the school-house in 1846, "Its only removal has been a constant moving onward and upward, to higher and higher degrees of prosperity and usefulness."

December 28, 1838, at their annual meeting, the Board voted to locate a Normal School for the qualification of female teachers in the town of Lexington, and one at Barre for teachers of both sexes, on the same conditions as those adopted for the school in Plymouth County. The school at Lexington was opened July 3, 1839, in a school-room and boarding-hall previously occupied by an Academy. These were found to be inadequate, and the school was removed to West Newton in 1844. The school at Barre was opened September 4, 1839, in rooms fitted up for the purpose in the town hall. A convenient boarding-house was also rented for the pupils. The location not proving as satisfactory as was expected, the school was suspended in 1843, and reopened at Westfield, September 4, 1844.

The fourth school was established at Salem, and opened September, 1854. A fifth school was opened at Worcester, September, 1874.

The schools at Westfield, Bridgewater, and Worcester are for both sexes. The schools at Framingham and Salem are for women only.

The State Normal Art-School was opened in Boston, October, 1873.

The great work accomplished by the first principals of the first three schools, without mention of which this account of their establishment would be incomplete, is very justly presented by Mr. Richard Edwards, in his memorial address on Nicholas Tillinghast, the first principal of the Bridgewater school:—

"The sum of money furnished in the manner previously mentioned,—twenty thousand dollars,—together with such sums as were raised in the towns where the schools were located, added to what was furnished by individual contribution, was sufficient to continue the schools for three years. This, it was judged, would be sufficient time for trying the experiment,—for testing the plan of training teachers for the Public Schools at the public expense. At the end of the three years, of course, the whole expense of their continuance would come upon the State. Under these circumstances, it will be easy to see that the duty of the teachers of the Normal Schools was no sinecure. It was required of these teachers that, with exceedingly imperfect instrumentalities, they should demonstrate to the frugal voters of the Commonwealth, the utility of a set of institutions that were to take

from the state treasury large sums for the erection of school buildings, and ultimately, thousands of dollars annually for their ordinary support. For feeble humanity this would seem to have been task enough; but in addition to all this, they were compelled to encounter a fierce opposition from many teachers, who thought their own field of labor encroached upon by the new, and hitherto unheard of, state seminaries. Surely, under these circumstances, success was a great achievement, and the fact that success was attained, speaks the praise of those earnest teachers more loudly than any words can do it.

"It may be urged, with truth, that the schools had good friends in the Legislature and elsewhere, and that the Secretary of the Board was a gentleman of superior ability, extended culture, great influence, indomitable resolution, and unflinching devotion to the cause, in which, at a great personal sacrifice, he had engaged. The earnest support of all these was necessary to the successful establishing of these institutions. If any of them had been wanting, the scheme must have fallen through. But every friend of popular education has reason to be thankful, that in the trying hour they all stood bravely at their posts; that the Secretary had counted the cost before entering upon the war; that members of the Legislature, regardless of self and self-interest, gave their energies to the support of a measure which has so abundantly improved the character of the public schools; that the teachers, in spite of many obstacles, such as the brief period during which their pupils were under their instructions, the want of suitable buildings and apparatus, and the influence of the opposition already mentioned, still persisted in their noble work, with a faith that removed the mountains in their path, and an industry that knew no fatigue."

At the end of three years the success of the Normal Schools had been such that they were no longer to be considered an experiment, and the Legislature appropriated a sum sufficient for their support for another three years; henceforth they were to be among the permanent institutions of the Commonwealth, and buildings more suitable, convenient and permanent were required for them.

The idea of providing suitable buildings for the Normal Schools originated with some thirty or forty friends of popular education, who without distinction of sect or party, had met in Boston in the winter of 1844-5 to express their sympathy with Mr. Mann, and who desired in some suitable way, to express their approbation of his course in the conduct of the great and difficult work of reforming our Common Schools. It was at first proposed to bestow upon Mr. Mann some token evincive of the personal and public regard of its donors; but it was suggested that it would be far more grateful and acceptable to him to furnish some substantial and efficient aid in carrying forward the great work in which he had engaged, and in removing those obstacles and hindrances both to his own success and to the progress of the cause, which nothing but an expenditure of money could effect. No way seemed so well adapted to this purpose as the placing of the

Normal Schools upon a firm and lasting basis, by furnishing them with suitable and permanent buildings; and the persons present thereupon pledged themselves to furnish five thousand dollars, and to ask the Legislature to furnish a like sum for this important purpose.

During the session of the Legislature in 1845, a memorial signed by Charles Sumner, R. C. Waterston, Gideon F. Thayer, Charles Brooks and William Brigham was presented, setting forth the utility of the system of Normal Schools, in the training and preparation of teachers, and the want of proper accommodations at two of the schools in buildings, apparatus, and libraries. The memorial concluded by asking for an appropriation of five thousand dollars, to be placed at the disposal of the Board of Education, for those purposes, on condition that a further sum, of the same amount, to be obtained by contribution from the friends of the cause, should be placed at their disposal for the same object.

The Committee on Education in the House, to whom the memorial was referred, unanimously recommended that the prayer of the memorialists be granted. March 10, a Resolve was passed, authorizing and requesting the governor, with the advice and consent of the council, to draw his warrant for the sum of five thousand dollars in favor of the Board, when the same sum should be placed at their disposal by the memorialists,—the two sums to be spent by the Board, in providing suitable buildings for the Normal Schools, and in purchasing apparatus and libraries therefor. By the same Resolve it was ordered “that the schools heretofore known as Normal Schools, shall be hereafter designated as State Normal Schools.”

Charles Sumner gave his bond for the five thousand dollars pledged by the memorialists.

The Board of Education agreed to appropriate twenty-five hundred dollars for the school in Plymouth County, and the same sum for the school at Westfield, provided the same amount should be raised by individuals. The required amount was raised, both at Bridgewater and Westfield, and measures were immediately taken for the erection of the buildings.

The completion of the new edifice for the accommodation of the school at Bridgewater was signalized by appropriate exercises, on the 19th of August, 1846. Dedicatory addresses were made by Hon. William G. Bates of Westfield and His Excellency Governor Briggs. After these addresses the company partook of a collation in the town hall, on which occasion the health of the Secretary of the Board of Education was given by the president of the day, and received by the company with enthusiastic applause. To this sentiment Mr. Mann responded as follows:—

"MR. PRESIDENT:—Among all the lights and shadows that ever crossed my path, this day's radiance is the brightest. Two years ago I would have been willing to compromise for ten years' work, as hard as any I had ever performed, to have been ensured that at the end of that period I should see what our eyes this day behold. We now witness the completion of a new and beautiful Normal School-house for the State Normal School at Bridgewater. One fortnight from to-morrow, another house, as beautiful as this, is to be dedicated at Westfield for the State Normal School at that place. West Newton is already provided for by private munificence. Each Normal School, then, will occupy a house, neat, commodious, and well adapted to its wants; and the principals of the schools will be relieved from the annoyance of keeping a Normal School in an *ab*-Normal house.

"Let no man who knows not what has been suffered, has been borne and foreborne, to bring to pass the present event, accuse me of an extravagance of joy. I consider this event as marking an era in the progress of education,—which, as we all know, is the progress of civilization,—on this Western Continent and throughout the world. It is the completion of the first Normal School-house ever erected in Massachusetts,—in the Union,—in this hemisphere. It belongs to that class of events which may happen once, but are incapable of being repeated. Coiled up in this institution, as in a spring, there is a vigor whose uncoiling may wheel the spheres.

"In tracing down the history of these schools to the present time, I prefer to bring into view, rather the agencies that have helped, than the obstacles which have opposed them.

"I say, then, that I believe Massachusetts to have been the only State in the Union where Normal Schools could have been established; or where, if established, they would have been allowed to continue. At the time they were established, five or six thousand teachers were annually engaged in our Common Schools; and probably nearly as many more were looking forward to the same occupation. These incumbents and expectants, together with their families and circles of relatives and acquaintances, probably constituted the greater portion of active influence on school affairs in the State; and had they as a body, yielded to the invidious appeals that were made to them by a few agents and emissaries of evil, they might have extinguished the Normal Schools as a whirlwind puts out a taper. I honor the great body of Common School teachers in Massachusetts for the magnanimity they have displayed on this subject. I know that many of them have said, almost in so many words, and, what is nobler, they have acted as they have said: 'We are conscious of our deficiencies; we are grateful for any means that will supply them,—nay, we are ready to retire from our places when better teachers can be found to fill them. We derive, it is true, our daily bread from school-keeping, but it is better that our bodies should be pinched with hunger than that the souls of children should starve from want of mental nourishment, and we should be unworthy of the husks which the swine do eat, if we could prefer our own emolument or comfort to the intellectual or mental culture of the rising generation. We give you our hand and our heart for the glorious work of improving the schools of Massachusetts, while we scorn the baseness of the men who would appeal to our love of gain, or of ease, to seduce us from the path of

duty.' This statement does no more than justice to the noble conduct of the great body of teachers in Massachusetts. To be sure, there always have been some who have opposed the Normal Schools, and who will, probably, continue to oppose them as long as they live, lest they themselves should be superseded by a class of competent teachers. These are they who would arrest education where it is; because they cannot keep up with it or overtake it in its onward progress. But the wheels of education are rolling, and they who will not go with them must go under them."

GOVERNMENT OF THE NORMAL SCHOOLS.

The twenty thousand dollars furnished "for qualifying teachers for our Common Schools" was placed in the hands of the Board of Education, without any specifications for its expenditure. The object of this provision evidently was to test the utility of State Normal Schools in educating teachers. The particular form of the experiment, and all the details of these institutions, were left entirely to the discretion of the Board, and they have continued to have the entire management of these schools. May 27, 1838, Rev. George Putnam, chairman of the committee of the Board, appointed for the purpose, submitted a report "On Regulations and Course of Instruction in the Normal Schools," the main points of which we give in the language of the writer:—

"In order to devise a suitable system of regulations for a Normal School in this State, it is necessary to us to plant ourselves on the site of one of them, and from thence survey the community for whose use it is designed; inquire what are the wants, expectations, tastes, and prejudices of just this people; what results they look for, and what system they will approve and support; for we have here no power above that of popular opinion to sustain us in a system which we might judge to be abstractly the best for the training up of accomplished teachers, and the consequent elevation of our Common Schools.

"A question of great importance, which arises at the outset, is this: What length of time shall the regular course of instruction in our Normal Schools cover? What shall be the shortest period of attendance to entitle a pupil to such credentials as this Board shall give or authorize to be given to those who are duly discharged? Hitherto no special training for the office of teacher has been deemed necessary by our young people. Probably a great many still doubt of its importance. Young men and women do now obtain the highest posts, rewards and applauses of the teacher's profession without such training. We cannot expect, therefore, eager as our young people are to hurry into active life at the earliest possible period that will be tolerated, to find them willing at first to submit for a long time to this new tutelage, the necessity or advantage of which, as a condition of success, they cannot at once be made to realize. We must compromise with this state of feeling. With much doubt and hesitation, the committee propose one year to embrace the regular course of instruction, and to be the minimum period of attendance to be required in the regulation of the schools.

"Shall there be separate schools for the two sexes, or shall both be received into one school? If the committee are expected to give an opinion, they would say that, as a general principle, the sexes should have separate schools. But the committee forbear to offer an explicit rule to this effect, considering that, in some sections of the State, the habits and feelings of the people may be such on this point as to justify and require a union of the sexes in the same school. It may, in some cases, be the only way in which we can, with our limited means, supply the wants of some parts of the Commonwealth. Each school should be started with one principal of the highest qualifications, and assistants should be provided as from time to time may be found necessary and practicable.

"The experimental or model school is not deemed by the committee to be at present a subject for definite rules. Shall one or more of the Common Schools of the vicinity be selected for the purpose, or shall schools be gathered, to be wholly under the care of the members of our institutions? We cannot now decide. It will depend upon circumstances. The matter must be left with the principal, subject always to the control of those appointed by this Board to advise with him.

"The question has occurred whether there should be a term of probation. The committee think the whole course ought to be regarded as a term of probation, and a pupil may at any time be advised, and in urgent cases compelled, to leave the school.

"The committee propose that the Board shall assign the care of each school to a committee of three members, to visit it frequently, attend its examinations, and exercise a particular superintendence over its concerns, taking their general directions from this Board, and reporting frequently and fully to the same.

"These committees should be chosen by ballot so as to enable the Board to place their chairman upon them whenever they see fit. The Secretary should be held competent to serve as visitor whenever so appointed.

"We want rules so general that they may be adapted, without violations or express exceptions, to the wants and circumstances of different schools, in different parts of the Commonwealth.

"This committee will not undertake to prescribe rules for the internal discipline, classification and order of study of the schools. On these points much must be left to the wisdom and genius of the instructor. We want at the head of every school a man of such energy and skill that, having furnished him with school-house, scholars and apparatus, and a bare outline of our plan and wishes, we can trust him to say, with the principal of the Harlem School, 'I am the Code—there is no other.' And indeed there is no other that will accomplish our designs, in a manner satisfactory to the public, and to the benefactors of the Normal Schools."

The Board adopted the following rules and regulations, recommended by this committee, for the government of the Massachusetts Normal Schools, which, with the modifications indicated under the head of changes, are still in force:—

Visitors.

"The Board of Education shall choose by ballot, for each school, three of their members to be its visitors.

"It shall be the duty of the visitors, or the major part of them, to visit the school under their charge at least once every term; to supervise the administration of its rules; to be present at and direct the examination of all candidates for admission, and of pupils leaving the school with the purpose of becoming teachers; to advise with the principal in all matters of internal discipline; to submit by their chairman estimates of the appropriations necessary to be made for the support of their schools; to draw, by their chairman, on the treasurer of the Board for the sums of money appropriated to their school as the same shall from time to time be needed to pay expenses; and to report of their doings, and the state of the school to the Board, once a year at least, and oftener if they have occasion and opportunity.

"The visitors shall have power to suspend any of the existing regulations of the school, and to establish new ones, to have effect until the next meeting of the Board of Education."

CHANGES.—Since the increase in number of the Normal Schools, the Board have chosen for each school two of their members, instead of three, to be its visitors, and the Secretary of the Board is a visitor of each of the schools. The duties of the visitors have not been changed.

Instructors.

"PRINCIPALS.—The Board will appoint for each school a principal instructor, who shall direct and conduct the whole business of government and instruction, subject to the rules of the Board and the supervision of the visitors.

"At all examinations, the principal shall attend and take such part therein as the visitors may assign to him, and make reports to them at such times and on such points as they may require.

"ASSISTANTS.—The visitors shall appoint assistant instructors when authorized or directed to do so by the Board. The assistants will be subordinate to the principal, and perform such duties as he may assign them."

CHANGES.—It shall be the duty of the principal to make a report, at the end of each term, to the visitors, and if, in their judgment, any do not promise to be useful as teachers, they shall be dismissed.

In May, 1859, the Board voted, "That the principals of the several Normal Schools shall have power to remove pupils temporarily for misconduct, and shall immediately report every such case to the visitors for final action."

The following votes were passed by the Board of Education, December 2, 1874 :—

Voted, "That the principal of each Normal School shall annually present an account to the visitors debiting himself, or herself, with \$2 per term from each pupil, and crediting himself with the expenditures from this fund. This account shall be audited by the visitors, and a general statement of the account shall be annexed to their report, and the account shall be placed on file with the treasurer of the Board."

Voted, "That the principals of the boarding-houses shall, at the close of every term, render to the visitors accounts charging themselves with the full amount of board for each pupil, and with all extras charged, and crediting themselves with the sums expended for meats, vegetables, butter and eggs, groceries, fuel, light, wages, repairs on house, repairs on furniture, incidentals, and the amount brought from the last account; that these accounts be audited by the visitors, and a general statement of expenditures be presented to the Legislature with the annual report of the school."

Conditions of Admission.

"Candidates for admission *proposing to qualify themselves to become school teachers*, must have attained the age of seventeen years complete, if males, and sixteen years, if females, and be free from any disease or infirmity which would unfit them for the office of teacher. They must be well versed in orthography, reading, writing, arithmetic, geography and grammar. They must furnish satisfactory evidence of good intellectual capacity, and of high moral character and principles.

"Examinations for admission will take place at the commencement of each academic year, and oftener at the discretion and convenience of the visitors and the principal."

CHANGES.—In the beginning, pupils were required to remain in the Normal Schools at least two terms, which, however, were not necessarily successive. May 27, 1846, the Board passed an order requiring pupils who may hereafter enter the Normal Schools to do so with the avowed intention of remaining at least one year in successive terms. At this time there were three terms, of fourteen weeks each, in the year.

In December, 1849, the Board adopted the rule that, "No new applicant for admission to the Normal Schools shall be received, except at the commencement of the term."

In March, 1855, the terms were made twenty weeks each, and the candidates for admission were required to declare their intention to remain three successive terms.

Since March, 1865, the course of study has been four terms of twenty weeks each, and the candidates for admission have been required to declare their intention to remain in the school four consecutive terms, or such a part of this period as is necessary to complete the regular course of study.

Persons intending to teach in other States or in Private Schools may

be admitted by paying fifteen dollars a term for tuition, provided their admission would not exclude those proposing to teach in Massachusetts.

In 1869, provision was made for a four years' course of study. New members are admitted to the shorter course of two years at the commencement of each term; to the course of four years, at the commencement of each fall term.

Candidates for admission are now examined in the history of the United States, in addition to the other studies.

Course of Instruction.

"Instruction will be given in the following branches, namely:—

"1. Orthography, Reading, Grammar, Composition and Rhetoric, Logic.

"2. Writing, Drawing.

"3. Arithmetic, Mental and Written; Algebra, Geometry, Book-keeping, Navigation, Surveying.

"4. Geography, Ancient and Modern, with Chronology, Statistics, and General History.

"5. Physiology.

"6. Mental Philosophy.

"7. Music.

"8. Constitution and History of Massachusetts and of the United States.

"9. Natural Philosophy and Astronomy.

"10. Natural History.

"11. The Principles of Piety and Morality common to all sects of Christians.

"12. *The Science and Art of Teaching, with reference to all the above-named subjects.*

"A portion of the Scriptures shall be daily read in the Normal Schools.

"Such of the above studies as are required by the statutes to be taught in the Public Schools, shall be the first and most constant objects of attention in the Normal Schools.

"One or more of the above-named branches may be omitted in any school, or in certain classes of a school, at the discretion of the principal, with the consent of the visitors."

CHANGES.—December 13, 1849, the Board adopted the following rules in relation to the order and distribution of the studies in the course:—

"1. The course of study in each of the Normal Schools shall begin with a review of the studies pursued in the Common Schools; namely, Reading, Writing, Orthography, English Grammar, Mental and Written Arithmetic, Geography and Physiology.

"2. The attention of the pupils in the Normal Schools shall be directed: 1. To a thorough review of elementary studies; 2. To those branches of knowledge which may be considered as an expansion of the above-named

elementary studies, or collateral to them; 3. To the art of teaching and its modes.

"3. The advanced studies shall be equally proportioned, according to the following distribution, into three departments; namely, 1. The Mathematical, including Algebra, through quadratic equations; Geometry, to an amount equal to three books in Euclid; Book-keeping and Surveying. 2. The Philosophical, including Natural Philosophy, Astronomy, Moral and Intellectual Philosophy, Natural History, particularly that of our own country; and so much of Chemistry as relates to the atmosphere, the waters, and the growth of plants and animals. 3. The Literary, including the critical study of the English language, both in its structure and history, with an outline of the history of English literature; the history of the United States, with such a survey of general history as may be a suitable preparation for it; and Historical Geography, ancient and mediæval, so far as is necessary to understand general history, from the earliest times to the period of the French Revolution.

"4. The Art of Teaching and its Modes shall include instruction on the philosophy of teaching and discipline, as drawn from the nature and condition of the juvenile mind; the history of the progress of the art, and the application of it to our system of education; and as much exercise in teaching, under constant supervision, towards the close of the course as the circumstances and interests of the model schools will allow."

In June, 1853, the Board voted, "That the direct preparation of teachers by actual practice of teaching under the eye and supervision of the principal, be regarded as an essential part of the process of qualifying teachers for the Public Schools, and that the visitors of the several Normal Schools be directed to see that this principle be carried out in the schools under their charge."

The Board of Education, by a vote passed January 9, 1866, prescribed the following course of study for the State Normal Schools:—

"The design of the Normal School is strictly professional; that is, to prepare, in the best possible manner, the pupils for the work of organizing, governing, and teaching the Public Schools of the Commonwealth.

"To this end, there must be the most thorough knowledge; *first*, of the branches of learning required to be taught in the schools; and *second*, of the best methods of teaching those branches.

"The *time* of the course extends through a period of two years, and is divided into terms of twenty weeks each, with daily sessions of not less than five hours, five days each week.

"Branches of Study to be Pursued.

"FIRST TERM.—1. Arithmetic, Oral and Written, begun. 2. Geometry, begun. 3. Chemistry. 4. Grammar, and Analysis of English Language.

"SECOND TERM.—1. Arithmetic, completed; Algebra, begun. 2. Geometry, completed; Geography and History, begun. 3. Physiology and

Hygiene. 4. Grammar and Analysis, completed. 5. Lessons twice a week in Botany and Zoölogy.

"THIRD TERM.—1. Algebra, completed; Book-keeping. 2. Geography and History, completed. 3. Natural Philosophy. 4. Rhetoric and English Literature. 5. Lessons twice a week in Mineralogy and Geology.

"FOURTH TERM.—1. Astronomy. 2. Mental and Moral Science, including the Principles and Art of Reasoning. 3. Theory and Art of Teaching, including: (1.) Principles and Methods of Education; (2.) School Organization and Government; (3.) School Laws of Massachusetts. 4. The Civil Polity of Massachusetts and the United States.

"In connection with the foregoing, constant and careful attention to be given throughout the course to Drawing and Delineations on the black-board; Vocal Music; Spelling, with derivations and definitions; Reading, including analysis of sounds and vocal gymnastics; and Writing.

"The Latin and French languages may be pursued as optional studies, but not to the neglect of the English course.

"General exercises in Composition, Gymnastics, Object Lessons, etc., to be conducted in such a manner and at such times as the principal shall deem best.

"Lectures on the different branches pursued, and on related topics, to be given by gentlemen from abroad, as the board of visitors shall direct, and also by the teachers and more advanced scholars.

"The order of the studies in the course may be varied in special cases, with the approval of the visitors."

The introduction of an advanced course of study was the most important step yet taken in the elevation of the Normal Schools. The Secretary of the Board, Dr. White, to whose influence the adoption of this course was largely due, gives the reasons for its establishment, in his thirty-first report, which will be read with interest in this connection:—

"The Normal Schools were originally established and have ever been conducted with the view of furnishing well-trained teachers for our Common Schools; and in this respect they have been eminently successful, fully meeting the expectations of their founders and guardians. In fact, a very large majority of the graduates have taught, and are now teaching, in the District Schools of the country towns, or in Grammar Schools of the larger villages and of the cities; while a smaller number have been placed in higher positions as principals or assistants in High Schools.

"But it cannot have escaped the notice of any who are conversant with the condition and wants of our Public Schools, that, within a few years, a demand has arisen for a class of teachers, both male and female, who have a thorough Normal training, added to a higher education—including substantially the branches required by the statutes to be taught in the High Schools—than our Normal Schools can give. This demand is rapidly increasing, and it appears to me that it has become so general and so urgent, that the proper measures for supplying it ought to be devised without longer delay.

"The attempt was made to meet the demand for male teachers of the High Schools, by the passage, in 1853 of the Act relating to state scholarships. By this Act the sum of \$4,800 was annually paid for the aid of forty-eight young men to be selected by this Board, and educated in our colleges, on the condition that, after graduation, they would teach in the Commonwealth a period equal to that during which they had received aid. After a trial of twelve or thirteen years, it clearly appeared that the law had failed to secure the end proposed and confidently expected. True, it gave a helping hand to many worthy young men, who otherwise would have failed to obtain that education which has enabled them to become useful and honored citizens in the various walks of life; but by far the larger number failed to become teachers, and this arose from no unwillingness on their part, in most cases, to fulfil their obligations to the State. The fault was not so much in the young men as in their training. Although showing ample proofs of respectable scholarship, still they had not received that professional training which only the discipline of the Normal School, or of actual experience, can give, and were, therefore, excluded from eligible positions in the schools of a higher grade.

"Accordingly, in 1866, the law was repealed, it being the prevailing opinion that the object sought to be secured by its passage could be more satisfactorily reached through the agency of the Normal Schools. With this opinion I fully agree; and the question is as to the best manner of employing that agency.

"Shall another Normal School of a higher grade be established, and equipped for a full course of four or five years' study, or for a supplemental course of two years, to which the graduates of the present schools may resort, or shall one of these schools be raised to a higher grade in order to do this work; or, again, shall all of the existing schools be supplied with such additional teachers and apparatus as shall enable them to furnish, in connection with the present course of study, instruction in the higher branches of learning?

"The establishment of another school is open to the objection that it will require a large outlay for land, buildings, apparatus, and the support of an independent body of teachers. The selection of one of the existing schools would be a delicate if not an invidious task, and involve serious difficulties with respect to location.

"After considerable inquiry and reflection, I am satisfied that the plan last suggested, has less difficulties than the others to overcome, and that it is entirely feasible. It will be far less expensive, and more convenient for the different sections of the State. It will avoid all difficult questions of selection and of locality, and, moreover, secure to the pupils a uniform system of instruction in the principles and methods of teaching from the beginning to the completion of their course. I have but little doubt that a four years' course of study can be arranged so as to be taught in connection with the present course, with the aid of a single first-class teacher, or, at the most, of two such, in each of the schools. If I am not mistaken in this opinion, the expenditure will hardly exceed the amount heretofore incurred in supporting the state scholars in college.

"If the experiment prove to be successful, our Normal Schools will at

once rank with the best endowed schools in the country, in respect to the facilities afforded for a higher education, as they now most certainly do in respect to discipline, philosophical methods and thoroughness in teaching. Students will be attracted to them in greater numbers, and the demand for well-trained teachers in every grade of our Public Schools, be in a good measure supplied."

In accordance with these recommendations of Dr. White, the Board of Education, on February 3, 1869, voted, "that a Supplemental Course of Study, occupying two years, be introduced into each of the four Normal Schools, which shall comprise the Latin, French, Higher Mathematics, Ethics, Natural Sciences, and English Literature." The object of this advanced course is to give to young persons of decided ability the opportunity to prepare themselves thoroughly to meet the constantly increasing demand for well-trained teachers in the higher grades of the Public Schools.

Pupils who, on entering the school, have in view the completion of this higher course, may take a part of its studies in connection with a part of the branches in the shorter course, and in this way, at the end of four years, be prepared to graduate from both courses simultaneously. This arrangement gives the students the benefit of the study of the languages in connection with the study of the other branches of the course.

The experiment has proved to be abundantly successful, and the graduates from this advanced course are now successfully doing their work in the higher grades of our Public Schools. Students have been attracted to the Normal Schools in greater numbers, and the number taking the four years' course is each year increasing.

Length of the Course of Study.

"The courses of study shall be so arranged as to occupy one year, but provision shall always be made for the further instruction of those pupils who, with the advice of the principal, may choose to continue in the school for a longer period."

CHANGES.—The course of study was arranged for one year at the beginning, but during the first six years, pupils were required to remain in the schools only two terms, and these need not be successive, so that, practically, the course of required studies extended through two terms, and after the *second* term scholars were permitted to select their studies.

From August, 1846, to March, 1855, the course of required studies extended through three successive terms of fourteen weeks each. After the first term, the pupils were allowed to select one or two of the permitted studies in addition to the required studies. From

March, 1855, to March, 1865, the required course extended through three successive terms of twenty weeks each.

Since March, 1865, the required course has been four successive terms of twenty weeks each, and the course has been so full as to occupy all the time of the pupils without any optional studies. Any pupils who desired have extended their course through additional terms, and have thus taken such additional studies as they chose in connection with existing classes. Since 1869 the advanced course has furnished full opportunity for extending the course of study.

Each extension of the course has been caused by the demand for higher qualifications in the graduates of the school. The pupils have felt the need of more thorough preparation, and have gladly improved the opportunity to get it, so that the effect of each extension has been to increase the number of pupils in attendance, and to elevate the character of the school. A course of three years is none too long to meet the demands made upon the graduates of these schools at the present time.

Certificates and Diplomas.

"Pupils who shall have been members of any of the Normal Schools for one year or more, and attended to its rules and studies in a manner satisfactory to the visitors, shall, on leaving, be entitled to a certificate of qualifications, in such form as the Board or the Visitors may hereafter prescribe; the certificates to be given by the principal, under the direction or by order of the Visitors."

CHANGES.—Certificates, written and signed by the principal, were given to those who satisfactorily completed the required course of study until May, 1861, when the Board of Education, having provided a handsomely engraved diploma, voted, "That one of these diplomas be given to each member of the graduating classes in future, for which no charge shall be made. And any graduate desiring a copy on parchment may receive such upon payment of the actual cost."

This diploma is signed by the Secretary of the Board of Education, the Visitors of the school and the principal.

Expenditures.

"In expenditures, the visitors cannot exceed the sum allotted by the Board, nor can the Board exceed the amount specifically appropriated by the Legislature each year."

School Year and Examinations.

The school year is divided into two terms of twenty weeks each, including a recess of one week near the middle of the term. The schools commence the year in the following order: at Salem, the last Tuesday in August; at Westfield, the last Thursday in August; at

Bridgewater, the first Tuesday in September; at Framingham, the first Thursday in September; at Worcester, the second Tuesday in September. Vacations: three weeks in winter and nine weeks in summer.

Examinations for admission are held on the first day of *each term*. New classes in the advanced course are formed at the commencement of each year. Public exercises of examination and graduation have been held at the close of each term. By a recent vote of the Board, they will be held hereafter only at the close of the school year.

Expenses and Pecuniary Aid.

Tuition is free to all who comply with the condition of teaching in the schools of Massachusetts, wherever they may have previously resided. Pupils who fail to teach in Massachusetts pay fifteen dollars a term for tuition. A fee of two dollars is paid by each pupil at the beginning of each term, for incidental expenses. Text-books in nearly all the required studies are furnished to students free of charge.

For the aid of those members of the Normal Schools who find it difficult to meet the expenses necessarily incurred by attending the same, the State makes an annual appropriation of eight hundred dollars to each school, one-half of which is distributed at the close of each term, among pupils who merit and need the aid, in sums varying according to the distances of their residences from the school, but not exceeding in any case \$1.50 a week. This aid is not furnished during the first term of attendance. It is expected that those who do not complete the prescribed course, and those who fail to teach in the Public Schools of Massachusetts, will refund any amount they have received from the bounty of the State.

Boarding Arrangements.

The two schools opened at Lexington and Barre each had a boarding-hall for the students. After the removal of these schools, the students in all the Normal Schools boarded in private families until 1869, when the difficulty in obtaining board for the students had become so great at the Bridgewater School that a boarding-hall was provided for their accommodation. This was the first boarding-hall erected by the State for a Normal School. Another hall was completed in 1870 for the Framingham School, and in July, 1874, a third was completed for the school at Westfield.

These halls were built and furnished by the State. The pupils board at cost. The boarders are to pay the current expenses, which include board, fuel, light, washing, and the expense of keeping the

hall and its furniture in good condition. Each hall is under the charge of the principal of the school, who resides in the house and boards with the students.

These halls have proved to be of very great benefit to the pupils, not only in reducing the cost of living at the school, but the habits of regularity, cheerful work, full occupation, with proper recreation, which are here inculcated, tend to the improvement of both body and mind. At the other two schools a large number of the students board at home, coming and going daily on the cars, which, at present, obviates the necessity of a boarding-hall for these schools.

BUILDINGS AND GROUNDS.

AT FRAMINGHAM.—The house erected for this school, completed in 1853, is a two-story wooden building, and has a fine location. The boarding-hall, which accommodates forty pupils, is a three-story wooden building, in the same lot with the school building.

Estimated present value :—

Nine acres of land,	\$6,000 00
School building, fixtures and furniture,	28,000 00
Library and apparatus,	2,000 00
Boarding-hall, fixtures and furniture,	30,000 00
Total,	<u>\$66,000 00</u>

AT WESTFIELD.—The house originally built for this school, completed in September, 1846, has been enlarged and remodelled three times. It is a brick building, three stories in height, the main part 64 by 40 feet, with a wing on the middle of each side 38 by 25 feet. It is conveniently located, upon a corner lot, near the centre of the town. The boarding-hall, which accommodates 130 pupils, is a fine large brick structure, three stories in height, and stands on the opposite side of the street, but a short distance from the school building.

Estimated present value :—

School-house lot,	\$10,000 00
School building, fixtures and furniture,	50,000 00
Apparatus,	1,500 00
Cabinets and library,	3,500 00
Boarding-hall lot,	5,200 00
Boarding-hall, fixtures and furniture,	80,400 00
Total,	<u>\$150,600 00</u>

AT BRIDGEWATER.—The house built for this school, completed in August, 1846, was the first State Normal School building in America. It has twice been enlarged and rearranged, and is a three-story wooden

building, the main structure 64 by 42 feet, with a wing on the middle of each side 38 by 24 feet. The location is excellent, upon a corner lot, having an eastern slope. The boarding-hall, which accommodates 140 pupils, is a large three-story wooden structure, the main part 106 by 40 feet, with two wings each 46 by 40 feet, in the same lot with the school building.

Estimated present value :—

One and one-half acres of land,	\$2,000 00
School building, fixtures and furniture,	35,000 00
Apparatus,	1,800 00
Library and cabinets,	2,000 00
Boarding-hall, fixtures and furniture,	72,000 00
Total,	<u>\$112,800 00</u>

AT SALEM.—This school building was completed in 1854, has twice been enlarged, is a brick building 95 by 67 feet, and three stories in height. It has a good location in the central part of the city.

Estimated present value :—

Land,	\$6,000 00
School building, fixtures and furniture,	53,000 00
Apparatus and cabinets,	1,500 00
Library, general and text-book,	7,000 00
Total,	<u>\$67,500 00</u>

AT WORCESTER.—This building, completed in 1874, is of stone, 128 by 88 feet, three stories in height, with French roof, and located on Hospital Hill, commanding an extensive and varied view of the city and surrounding country.

Estimated present value :—

Five acres of land,	\$25,000 00
Cost of building, furniture and fixtures,	86,376 00
Library and apparatus,	1,000 00
Total,	<u>\$112,376 00</u>

The cabinets and libraries have been collected with but little expense to the Commonwealth. The books are largely gifts from individuals; the specimens in Natural History are in like manner gifts to the schools, or have been collected by the teachers and pupils.

The Work of the Graduates.

In July, 1858, Mr. Boutwell, the Secretary of the Board, prepared a series of questions, and solicited replies from every school com-

mittee in the State, in regard to the work of the Normal School graduates employed in the Public Schools. Answers were received from two hundred and two towns. From these answers he derives the following general results :—

“The graduates of the Normal Schools have disseminated better ideas of education, and they have stimulated the people to increased exertions in behalf of schools and learning.

“During the period of nearly twenty years, as is stated by several committees, they have continually and essentially aided in elevating the professional standard among the teachers of the State; and many improvements in methods of teaching were first introduced through the agency of the Normal Schools.

“Speaking generally, their excellence in thoroughness and methods of teaching is admitted.

“They have been distinguished for enthusiasm, devotion to their calling, system in teaching, and for the ability to elucidate clearly the subjects presented.”

Mr. White, the Secretary of the Board, in his report for 1868, says of the Normal Schools :—

“They are professional in a practical way. The general arrangement and order of the school, its discipline, the methods of teaching,—by topics, and not by the pages of a book,—the daily drill in the class-room, the habits of free and searching discussion encouraged, and other kindred exercises, all have the one end in view of thoroughly preparing the pupils for the teacher's work. And in this way only, and not by didactic inculcation, can the Normal Schools accomplish their proper purpose. The pupils thus trained become in a good degree familiar with the principles as well as methods. They are inspired with a generous enthusiasm and love for their profession, which ensures a high degree of success as practical teachers. I do not think it to be the language of boasting to say that, within the range of studies prescribed, and the time of the allotted course, these schools may safely challenge comparison with any others for thoroughness of scholarship and excellence in professional training. On these points the reports of the school committee of the towns where Normal teachers are employed, furnish abundant and most satisfactory testimony, accompanied often with earnest exhortations to those looking forward to the teacher's profession, to resort to the Normal Schools, as the best means of preparation for their future work.”

In his report for 1870, he says :—

“Although the number of graduates is small in comparison with the whole number of teachers in the Commonwealth, still their influence upon the Public Schools is everywhere manifest. Furnishing better models, they have raised the standard and improved the methods of teaching. By their professional enthusiasm and devotion to their calling, they have inspired the

great body of teachers with a like spirit, and aroused them to earnest efforts for improvement in their work. In this way,—through the example and influence of their graduates,—the Normal Schools have performed a service of the highest value to the Public Schools, but which cannot be measured by tables of statistics.”

In his report for 1872, he adds :—

“Every year’s observation of their working has served to deepen my conviction that the Normal Schools are destined to play a far more important part in our school system, and to perform a more signal service for it in the future than they have hitherto done. Hence my strong belief, that no outlay of thought, of labor or of money necessary to give them the highest degree of efficiency, and to add to their number so fast as new schools shall be demanded, can be deemed an unwise expenditure.”

In his report for 1875, he writes :—

“Adverse criticism, biting sarcasm and contemptuous sneers have repeatedly assailed them ; nevertheless, after thirty years of ‘patient continuance in well doing,’ they have acquired an honorable and well-assured position in public confidence and esteem, as not only valuable, but indispensable forces in our educational system.”

THE NORMAL SCHOOL AT FRAMINGHAM.

BY ELLEN HYDE, *Principal*.

The Board of Education decided, in 1838, to establish three Normal Schools for the qualification of teachers for the Common Schools. The historic town of Lexington offered the Board, for one of these schools, a building, previously used as an Academy, free of rent, and thus became the cradle of the first State Normal School in the United States, of which Cyrus Pierce of Nantucket was principal. The school opened July 3, 1839, with three pupils, and increased to twenty-two during the first year.

In 1844, it had outgrown the accommodations, and was removed to West Newton. In 1852, the Board of Education brought the increasing wants of this school before the Legislature, and \$6,000 were voted towards defraying the expense of a new location, and the Board were directed to receive propositions from towns and individuals in aid of this object. There were many offers. The town of Lexington was anxious to secure its return, but, after much discussion, Framingham was selected. Individuals presented a site of five and three-fourths acres of land on a hill overlooking the town, and the town appropriated \$2,500 in aid of the erection of the building, which is a commodious one for the purposes of the school. The cost was about \$20,000.

The building was dedicated with appropriate exercises, December 15, 1853, Governor Clifford presiding, and George B. Emerson, LL.D., of Boston, making the dedicatory address.

This school is entirely free to all young women who intend to teach in the Commonwealth,—tuition and books alike being provided. The only expense to students is an incidental fee of \$4 per year, and the boarding-house furnishes good board at the lowest possible rate. In addition to these advantages, the State appropriates \$800 per year for the aid of such students as need assistance.

The length of the course of study was at first variable, individual pupils leaving whenever they were prepared to do so; but it was soon fixed at one year, which was lengthened, first, to one year and a half, and, finally, in March, 1863, to two years.

In 1845, a post-graduate course was added, for those pupils who wished to fit themselves for teaching in High Schools. The existing course of study includes the two courses provided by the Board of Education,—one of two years, and the other of four years.

The school is strictly professional,—its aim being to prepare young women to teach in the Public Schools of the State. The course of study includes a careful review of those branches taught in the Common Schools; the psychological principles which underlie all good teaching; as much general cultivation of mind, morals and manners as the shortness of the time given will allow; and practice of teaching. The last three divisions of the work are considered the most important, and the only strictly, “normal” work of the school. The review of Common School studies is necessitated by the imperfect preparation of the pupils admitted.

Practice in teaching extends through the whole course, each pupil being required to teach everything that she learns, either to her own class, to some other class of the Normal School, or to the whole or a part of the Model School.

The Model School was established at Lexington simultaneously with the Normal School. It was continued at West Newton, but was given up for a time after the removal to Framingham. In 1867, it was reëstablished, and is now in a flourishing condition. It numbers about thirty pupils (as many as the room will accommodate), and its classes range from the primary to the grammar grade. During the last year of their course, the Normal pupils have very frequent practice in teaching in this school, both alone and subject to the criticism of a teacher.

The library numbers two thousand and seventeen volumes only, but is well selected and much used. The cabinets of minerals and of shells are excellent, and the art-room is also excellent and well fitted up. The chemical laboratory has been recently furnished with gas, water

and tables for manipulation, and there is a good supply of philosophical apparatus in fine working order.

During the thirty-seven years of its history, the Framingham Normal School has received nineteen hundred and ninety-one pupils, and has given its diploma to thirteen hundred and seventy-five. Of this last number, over ninety-five per cent. have taught, and the average amount of their work is six and one-third years. Most of them have taught in the Common Schools of Massachusetts, but some have taught in High Schools, some in other States, and some in foreign lands.

The Visitors of the School.

The following is a complete list of the Visitors of the school, with their time of service:—

VISITORS.	Appointed.	Term Expired.
Jared Sparks,	1839	1840
Robert Rantoul, Jr.,	1839	1842
George Putnam,	1840	1840
George N. Briggs,	1841	1841
Elisha Bartlett,	1841	1841
George Hull,	1842	1842
Thomas Robbins,	1842	1843
Stephen C. Phillips,	1843	1843
John W. James,	1843	1847
Barnas Sears,	1844	1845
Edwin H. Chapin,	1844	1845
Heman Humphrey,	1846	1847
Henry B. Hooker,	1846	1847
Thomas Kinnicutt,	1848	1854
Joseph W. Ingraham,	1848	1848
George B. Emerson,	1849	1855
Edward Otheman,	1850	1851
Isaac Davis,	1852	1859
Cornelius C. Felton	1856	1862
Alonzo H. Quint,	1860	1860
David H. Mason,	1861	1871
Emory Washburn,	1863	1870
Henry Chapin,	1871	1874
Constantine C. Esty,	1876	—
Christopher C. Hussey,	1872	—
	1875	1876
<i>Secretaries of the Board :</i>		
Horace Mann, LL. D.,	1839	1848*
Barnas Sears, D. D.,	1845	1855*
Hon. George S. Boutwell,	1855	1860*
Joseph White, LL. D.,	1861	—

* Resigned.

Teachers of the School.

The following is a complete list of the teachers, with their period of service :—

TEACHERS.	Appointed.	Resigned.
<i>Principals.</i>		
Rev. Cyrus Pierce,	1839	1842
Rev. Samuel J. May,	1842	1844
Rev. Cyrus Pierce,	1844	1849
Rev. Eben S. Stearns,	1849	1855
George N. Bigelow,	1855	1866
Annie E. Johnson,	1866	1875
Ellen Hyde,	1875	—
<i>Assistants.</i>		
Caroline Tilden,	1842	1847
Emily Johnson,	1842	1843
Electa N. Lincoln,	1843	1850
Sarah Watson,	1846	1849
Mary Livermore,	1846	1847
Emily L. Shaw,	1849	1849
Rebecca M. Pennell,	1849	1853
Lucretia Crocker,	1850	1854
Georgianna Whittemore,	1850	1852
Mary E. Bridge,	1852	1858
Abby C. Gardner,	1853	1854
Frances A. Parsons,	1854	1855
Caroline G. Greely,	1854	1855
Elisabeth G. Hoyt,	1855	1860
Mary E. Wilson,	1855	1855
Anna C. Brackett,	1855	1859
Frances C. Merritt,	1857	1859
Lois T. Caswell,	1858	1859
Nancy J. Bigelow,	1859	1866
Frances E. Wadsworth,	1859	1861
Martha E. Young,	1860	1863
Annie E. Johnson,	1861	1866
Frances A. Rich,	1862	—
Ellen Hyde,	1863	1875
Ellen Gertrude French,	1864	1866*
Fanny Whitcomb,	1865	1865
Ada B. Sturtevant,	1864	1865
Charlotte A. Stearns,	1866	1867
Abby Worcester,	1866	1867
Elisabeth Hasbrouck,	1866	1867
Ellen A. Chandler,	1867	1871
Abby P. Kelley,	1867	1871
Irene A. Poole,	1867	1868
Amelia Davis,	1867	—
Emma F. Moore,	1868	1870
Isabel C. Tenney,	1868	1870

* Died.

Teachers of the School—Concluded.

TEACHERS.	Appointed.	Resigned.
Maria S. Eaton,	1871	1873
Julia C. Clarke,	1870	—
Emily M. Bullard,	1870	1875
Sabrina Jennings,	1870	—
Abby G. Caldwell,	1873	—
Annie R. Lecrau,	1873	1873
Emily P. Hastings,	1871	1871*
Edith W. Howe,	1875	1876
Mary C. Conant,	1875	—
Maria S. Eaton,	1876	—

* Died.

THE NORMAL SCHOOL AT WESTFIELD.

By GEORGE A. WALTON, *Agent of the Board.*

When Opened.—This school was commenced at Barre, September 14, 1839. It was kept, while at Barre, in rooms fitted up for the purpose in the town hall. The building was pleasantly situated, and easily accessible to students residing in the town and vicinity. It was also furnished with a convenient boarding-house. The rooms at Barre were soon found to be inadequate to meet the wants of the school, and, as the town itself was distant from the railroad, it was decided to remove the school to some point on the line of the Western Railroad that would be accessible to the western part of the State. A removal of the school to Westfield was authorized May 25, 1842, and its removal directed May 13, 1843. The school was reopened at Westfield, September 4, 1844, in the Westfield Academy. It was transferred at the end of one term to rooms in the town house. These rooms it continued to occupy till September 4, 1846, at which time it was permanently established in the new building erected for its use, in part by state appropriation and in part by private and municipal contributions. This building constitutes the central part of the present Normal School-house; it was situated about a half-mile from the railroad station, in the centre of the population. The Visitors say, in their report for the same year, 1846: "Judged of by the four New England tests,—utility, convenience, economy, and beauty,—this house is the model school-house in Massachusetts."

In 1861, the building was enlarged by the addition of wings, and otherwise remodelled; and in 1869, it was again remodelled, as before, to accommodate the increase of the school; at this time a third story

was added to the building. The building has since been provided with an art-room, and during the past summer, a complete chemical laboratory has been fitted up on the first floor. This last change has necessitated a considerable enlargement of the building.

Modifications have been made from time to time in the apparatus for heating and ventilation. At present the building is supplied with the steam-heating apparatus of H. B. Smith & Co. The apparatus affords complete and ample heating power for every room in the building, with the most perfect ventilation.

Boarding-house.—A pressing need of the school was recognized and met by the Legislature of 1872, by the appropriation of \$75,000 for the erection and furnishing of a boarding-house for the Normal students. The building was completed July, 1874. It is built of brick; is four stories high above the basement, including the French roof; it is a large, thoroughly constructed, tasteful, and commodious building, handsomely and appropriately furnished, and completely equipped in all its appointments from basement to attic. The house will accommodate one hundred and thirty; it has at the present time, including the principal with his family, about this number. Board, including heating, lights and washing, has thus far been furnished at \$3.75 per week. The result of this experiment has been to furnish the students with board of the best and most wholesome quality, at a rate so low that those of limited means are able to secure the best training for teaching without sacrifice of health, and this at the same time that their manners are trained and improved by the refining influence and amenities of a genial and well-ordered home.

Aims and Methods.—Two things seem to have originated in the Westfield Normal School. The first is a method by which subjects of knowledge are taught as objects are taught; viz., by literally bringing the subjects of thought before the mind. Thus, psychology is taught after the same mode as one would teach natural objects. The second is a plan for teaching elementary knowledge, with a constant reference to the scientific knowledge that is to depend upon it.

The method of study is that called the analytic. This method requires the student first to know his subject or object of study as a whole; secondly, to know its parts in a logical or natural order. It requires the mind first to come into possession of elementary knowledge, then to use this knowledge as the occasions for scientific knowledge. It requires the elementary knowledge to be learned in the order in which it will be used in the study of the sciences.

The entire teaching of the school is in accordance with the following principles:—

1. All ideas and thoughts, and all knowledge, must first be awakened by the presence of their objects, rather than by words or signs.

2. The method to be employed in teaching both mental and physical things, is one.

3. The student must acquire a *knowledge* of that which he studies.

4. The knowledge must be of such a kind, and so complete, that the student will be able to make out a correct set of topics properly arranged, upon all the subjects he will be called to teach.

5. He must be able to teach all the topics orally and by the analytic method to his future classes.

Library and Cabinets.—The library of this school is deficient in reference-books of every class,—in history, in biography, in literature, generally; but, considering the methods and the demands of the school, in the departments of science it is especially deficient.

On the other hand, the cabinets are filled with good specimens used in teaching the different branches of natural history. The zoölogical cabinet contains representatives of nearly all the reptiles of the State, a large number of its birds, and some of its mammals and fishes. A considerable number of marine animals are represented by dry or by wet specimens. Some valuable specimens from other localities are also in the cabinet. It is worthy of special mention that this cabinet contains anatomical preparations of most of the organs of the human body, and many of corresponding organs of other animals, and that these are constantly used in the classes in zoölogy and physiology.

The botanical cabinet is large for a school of this kind, and is quite good.

The geological cabinet contains representative fossils and stones of the Archean, Silurian, Devonian and Carboniferous ages, but is somewhat deficient in fossils of the other ages. All the cabinets are steadily growing through the labors of the teachers of natural history, and by donations from pupils, graduates, and other friends of the school.

Apparatus and Laboratories.—The apparatus for illustration in physics has not kept pace with the constantly increasing demand in this department. Valuable acquisitions, both in quantity and quality, have been made of late, specially for illustrating electricity and optics. The mineralogical and chemical laboratories have been recently completely equipped. The students are here furnished with all necessary appliances for making various analyses, and performing experiments. In both departments the students are not only greatly aided in their regular teaching exercises and recitations, but they do a large amount of independent work.

Training School.—The early plans of the Board of Education contemplated an Experimental or Model School in connection with each Normal School; and such a school was kept in connection with the Westfield School from 1844 to 1855. In the latter year, the relations

previously existing between the Normal and the District School, which had been kept as an experimental school, ceased entirely. One cause which led to this result was the objections of parents to having their children "experimented with"; an objection more or less valid in particular instances, but with which this school could not have been specially charged, it being at this time a well-graded and well-ordered village school, having an efficient principal with an able assistant, under the constant supervision of a skilful teacher of teachers. Though the cause of the separation of these schools is not evident, it is apparent that the principal of the Normal cheerfully acquiesced.

Since the year 1866, a small appropriation has been made by the State, in consideration of which a large, well-graded school of about four hundred pupils is, to a limited extent, used by the Normal students for experimental purposes. The principal of the Normal School is consulted in the arrangement of the course of study for this school; he nominates the teachers, and has a general oversight over the methods of teaching. He bestows the \$500 appropriated by the State upon such teachers as could not otherwise be retained in the school at the ordinary salary paid by the town.

The course of study in this school includes, besides the ordinary branches pursued in schools generally, an elementary course in geometry, botany, mineralogy and zoölogy. To this elementary course the school gives greater prominence year by year, thus anticipating the time, it is to be hoped, in the near future, when the all-engrossing details of geography and niceties of arithmetic shall yield a portion of the enormous amount of time which they absorb to these equally important and much more healthful and invigorating branches of study.

The School of Observation, as this school is called, has never been in any strict sense an experimental school. The children in small classes are brought into the presence of the senior class of the Normal School in their class-room, and are there taught by the class topics upon which practice is specially necessary; and the students of the Normal School visit the various grades of the School of Observation as opportunity is afforded during their entire course. The school, as its name implies, furnishes the Normal students with a school in which they may form right judgments by observation; in which they may see principles and methods applied to the organization and classification of various grades of schools; to their government and management; also to the teaching of the several branches which they will in turn be called to teach. "The school," in the words of the principal of the Normal School, "serves to remove doubts, it helps to conquer prejudices, and substitutes in their place faith and knowledge and enthusiasm."

It cannot be doubted that the students of the Normal School would

be greatly helped, if, after completing their Normal course, they could spend six months under the direction of their principal, in the practice department of a good Training or Experimental School. The grand results already achieved by the Normal graduates would be increased many fold by a single term of practice under this wise supervision; here their faith would be tested by works, their knowledge would gain added power, and their enthusiasm would be crowned by wisdom.

Work Accomplished.—The testimony of the board of visitors from year to year has manifestly been commendatory of the methods and practical results of this school. In 1869, they say “they are gratified to learn from various sources, that the graduates from this school, wherever employed, are almost uniformly distinguished by their improved methods of teaching and for professional enthusiasm.” The observations of the Agent of the Board, whose visits were limited to the section chiefly occupied by the graduates of this school, confirm the above testimony.

Undoubtedly Normal teaching has great difficulties still to overcome; aside from the jealousies in small communities, where interest dictates the employment of “home talent,” there is a prejudice in favor of routine, and especially of committing the pages of a book, and against a course of study which has for its object mental development. But this prejudice has yielded in many localities to the individual effort of the patient, persevering Normal teacher. Such have uniformly shown that the most practical results follow a course of study which makes its objective point the culture of the mind.

Statements have been made, from time to time, showing the proportion of graduates who teach after graduation. The visitors state, in 1852, that “only about five per cent. of those who have attended the school fail to teach; and these are prevented by sickness or unavoidable circumstances.” A proportionate number is generally reported as teaching whenever the question is raised.

The Board state, in 1853, that “all but about forty who have attended the school and taught at all, have taught within the State, and that of the forty who taught elsewhere, nearly all had previously taught in the State.”

At two separate times since the above, the principal of the school has issued a circular addressed to all who had attended the school, requesting a statement of the length of time the students, graduates and others had taught. From the replies received, it is estimated that ninety-six to ninety-eight per cent. have taught for some length of time, and that the average term of teaching must be as high as five or six years. The graduates for the two years next preceding July, 1875, all taught, with the exception of two, one of whom immediately

on leaving the school entered a seminary to fit for college, the other went to watch at the bedside of a sick father, and, on his decease, made application for a school.

Instances could be multiplied of graduates who have made teaching their life-work, extending through periods varying from twenty to thirty years; of many who are holding responsible positions at the head of schools, Training and Normal, Grammar and High, as well as Primary; in which last they have done a work unequalled perhaps by that in either of the other grades. The graduates may be found in unpretending little school-houses, which everywhere in this part of the State gather the children from sparsely populated districts; they preside over the large village school with its hundreds; they have the responsible trust of teaching teachers; and everywhere their industry and fidelity characterize their labors for the development and upbuilding of the mind.

With the constant and increasing demand for normally trained teachers, and with the increasing difficulty of securing males with any adequate qualification, the Normal School, with its admirable system, its excellent appliances, its efficient corps of teachers, and its low rates of living, holds out to the young man seeking for the means of self-culture, and for the largest sphere of usefulness, the greatest possible inducements.

The following list will show the names and the term of office of the Visitors of the school from the time of its establishment:—

VISITORS.	Appointed.	Term Expired.
Rev. Emerson Davis, D. D., {	1839	1839
Rev. Charles Hudson,	1847	1855
Hon. William G. Bates,	1839	1839
Hon. George N. Briggs, LL. D.,	1839	1847
Rev. Heman Humphrey, D. D.,	1839	1842
Hon. John A. Bolles,	1841	1849
Rev. Mark Hopkins, D. D.,	1848	1851
Ariel Parish, A. M.,	1849	1857
Rev. William A. Stearns, D. D.,	1855	1863
Rev. William Rice,	1858	1864
Rev. S. T. Seelye, D. D.,	1863	—
Hon. Edward B. Gillett,	1865	1871
	1872	—
<i>Secretaries of the Board of Education :</i>		
Hon. Horace Mann, LL. D.,	1837	1848*
Rev. Barnas Sears, D. D.,	1848	1855*
Hon. George S. Boutwell,	1855	1860*
Hon. Joseph White, LL. D.,	1861	—

* Resigned.

NORMAL SCHOOLS OF MASSACHUSETTS. 145

Teachers of the School.

The following list will show the names, with the time of service, of the several instructors from the organization of the school :—

	Commenced service.	Ended service.
<i>Principals.</i>		
Prof. Samuel P. Newman,*†	Sept. 4, 1839,	Feb. 10, 1842.
Rev. Emerson Davis, D. D.,*	4, 1844,	Sept. 3, 1846.
David S. Rowe, A. M.,	3, 1846,	Mar. 14, 1854.
William H. Wells, A. M.,	Aug. 23, 1854,	Apr. —, 1856.
John W. Dickinson, A. M.,	—, 1856,	— —
<i>Assistants.</i>		
Samuel C. Damon,	Sept. 4, 1839,	— —
Nicholas Tillinghast, A. M.,*	— —	— —
Edwin E. Bliss,	— —	— —
Rev. Samuel A. Taylor,	— —	— —
James S. Russell,	— —	— —
A. R. Kent,	— —	— —
William Clough, A. M.,*	Sept. 4, 1844,	Sept. —, 1845.
Rev. P. K. Clarke,	—, 1845,	—, 1846.
Rebecca M. Pennell,	Oct. —, 1846,	July —, 1849.
Lydia N. Mosely,	Mar. —, 1848,	—, 1849.
Sylvester Scott,*	Sept. —, 1849,	Mar. —, 1850.
Jane E. Avery,	Mar. —, 1850,	July —, 1853.
Rev. Edward G. Beekwith,	Aug. —, 1850,	—, 1851.
George A. Corbin,*	—, 1851,	Nov. —, 1851.
Alvin B. Clapp,*	Nov. —, 1851,	July —, 1852.
John W. Dickinson,	Aug. —, 1852,	Aug. —, 1856.
Alvin B. Clapp,*	Mar. —, 1853,	July —, 1853.
Melissa A. Woodbury,*	Aug. —, 1853,	—, 1854.
Arexine G. Parsons (Mrs. John W. Dickinson),	Aug. —, 1854,	Dec. —, 1856.
Eliza C. Halladay,	—, 1860,	—, 1876.
James C. Greenough, A. M.,	Sept. —, 1855,	Feb. —, 1860.
Harriet A. Worth,	Aug. —, 1856,	July —, 1872.
Dora C. Chamberlain,*	Dec. —, 1856,	Mar. —, 1857.
William B. Green,*	Mar. —, 1857,	July —, 1860.
Philo M. Slocum,*	Sept. —, 1858,	Aug. —, 1860.
Emeline Parsons,	—, 1860,	July —, 1861.
Joseph G. Scott, A. M.,	—, 1860,	1864.
Malvina Mitchell,*	Nov. —, 1861,	— —
Adelaide V. Badger,	Sept. —, 1862,	—, 1870.
Ella C. Catlin,	Mar. —, 1864,	—, 1868.
Elvira Carver,	Sept. —, 1867,	July —, 1872.
Laura E. Prentice,	Feb. —, 1868,	—, 1875.
Sarah F. Tobie,	Mar. —, 1870,	— —
S. Eleanor Mole,	Aug. —, 1870,	July —, 1875.
	—, 1871,	Jan. —, 1875.

* Deceased.

† Samuel P. Newman was son of Mark Newman, of Andover, Mass. (see Quarterly II., 236), and born in 1796; graduated at Bowdoin College 1817; was first professor of rhetoric there from 1824 to 1839, and for several years acting president of that institution. He was the author of the work on rhetoric which bears his name.

Teachers of the School—Continued.

	Commenced service.	Ended service.
Laura C. Harding,	Aug. -, 1872,	- -
J. Silas Diller,	Sept. -, 1873,	- -
Alfred C. True, A. B.,	-, 1875,	- -
Nannie A. Stone,	-, 1875,	- -
<i>Teachers of Vocal Music.</i>		
Asa Barr,*	Sept. -, 1844,	Sept. -, 1846.
Truman Crossett,*	-, 1846,	Mar. -, 1852.
George F. Miller,	Mar. -, 1852,	-, 1858.
L. V. Barnard,	1860, . . .	- -
Mary Kingsley,	1870, . . .	1871.
<i>Teachers of Penmanship.</i>		
Paul W. Allen,	- -	Before 1844.
John L. Martin,	Mar. -, 1849,	July -, 1849.
D. F. Brown,	July -, 1849,	-, 1851.
James L. Martin,*	Aug. -, 1852,	Mar. -, 1857.

* Deceased.

THE NORMAL SCHOOL AT BRIDGEWATER.

By ALBERT G. BOYDEN, *Principal.*

The Board of Education voted to establish a Normal School in Plymouth County, May 30, 1838, and this school, for both sexes, was opened in the "Old Town Hall" at Bridgewater, September 9, 1840, by the admission of seven young men and twenty-one young ladies, under the tuition of Nicholas Tillinghast as principal. The next day an educational convention was held at which addresses were delivered by Governor Morton, Horace Mann, and others, and then the school started on its career.

The interior of the hall was a large room, divided by a matched-board partition, without paint, and so constructed that the lower half could be raised and the whole school be in one room, or one-half could be lowered, thus leaving the entering class with the assistant in one room and the second-term pupils with the principal in the other. A small room for apparatus, and a small ante-room for the ladies, completed the apartments of the school. Here in this simple laboratory, by the sheer skill and genius of the principal, the "experiment" of a Normal School in the Old Colony was successfully performed.

During the first six years the attendance was very irregular. Many pupils attended one term, then taught one or more terms before returning. The irregularity of attendance had such a depressing influence upon the work of the school as to lead Mr. Tillinghast, in

August, 1845, to tender the resignation of his situation as principal of the school. The resignation was not accepted, and the Board of Education passed an order requiring pupils to remain in the school three consecutive terms.

Through the efforts of Charles Sumner and others in obtaining an appropriation from the Legislature, and those of Hon. Artemas Hale of Bridgewater,—who has always been one of the strongest friends and supporters of the school,—in securing contributions from individuals, a sufficient sum was raised for the erection of a house for the school. The building was a plain wooden edifice, of the Tuscan order, sixty-four by forty-two feet, and two stories in height. The upper story included the main school-room and two recitation-rooms. The lower story was divided into a Model School-room, a chemical and physical laboratory, and two ante-rooms. The light, cheerful, convenient rooms and pleasant surroundings of the building, made it, at that time, one of the most attractive school-houses in the State. The new house was dedicated to its purposes, August 19, 1846, on which occasion addresses were delivered by Hon. William G. Bates of West-field and Governor George N. Briggs. The house was at once filled to overflowing, one hundred and two pupils being in attendance, while the main room had desks for eighty-four. From that day forward the school has grown like a thrifty oak, rooting itself more firmly and stretching its branches more widely in each succeeding year.

In 1851, Mr. Tillinghast said:—

“There are, it seems to me, grave defects in my school. Four years would, in my judgment, be profitably given to the subjects that we touch on in one. My idea of a Normal School is, that it should have a term of four years; that those studies should be pursued that will lay a *foundation* on which to build an education. The teacher should be so trained as to be *above* his text-books. Whatever has been done in teaching, in all countries, different methods, the thoughts of the best minds on the *science* and *art* of instruction, should be laid before the neophyte teachers. In a proper Normal School there should be departments, and the ablest men put over them, each in his own department. Who knows more than one branch *well*?”

Mr. Tillinghast was principal of the school for thirteen years, a period of service much longer than that of the first principal in either of the other two Normal Schools, and he devoted himself unsparingly to the work of establishing it upon broad and deep foundations. By his persistent, thorough, self-forgetting and noble work, he exerted an influence that will not cease to be felt among the generations of this Commonwealth. When he entered upon his work, these schools for teachers simply “had leave to be.” The difficulties which had to be overcome would have appalled a man of less heroic temper. No man

has done more to stimulate thought and improve the method of teaching in this State. He continued his labors till failing health obliged him to resign in June, 1853.

Marshall Conant, A. M., the second principal of the school, entered upon his duties in August, 1853. He brought to the work a rich harvest of ripe fruits gathered in other fields of labor, and immediately took up the work where his predecessor left it, and carried it forward. During the sixteen terms in which Mr. Conant had charge of the school, the appliances for school work were much increased. He secured important additions to the library, and much valuable apparatus, some of which he invented and constructed. At the close of the summer term in 1860, he was compelled, by ill-health, to resign his place. The Visitors, in their report of the school, speak of him in the following language: "During his long connection with the school, Mr. Conant, by his accuracy of scholarship, his skill as an instructor, his industry and fidelity, had always received and maintained the high regard of the pupils, and had given entire satisfaction to the Board of Education; and his necessary resignation of office was universally regretted."

Albert G. Boyden, the present principal of the school, was appointed in August, 1860. In his first report to the Board, the principal presented plans for the enlargement of the school-house, which were approved, and the Board secured from the Legislature an appropriation of \$4,500 for the enlargement and repairs of the house. The work was done during the summer vacation of 1861. Two wings, each thirty-four feet long and twenty-four feet wide, were added, projecting from the middle of the sides of the main building, and new heating apparatus was supplied, making the whole structure symmetrical, with excellent internal arrangements. Upon the first floor, there were four recitation-rooms, three rooms for apparatus and cabinets, and two ante-rooms. In the second story was the main school-room, with seats for one hundred and twenty pupils, a recitation-room with apparatus-room adjoining, the principal's room, and rooms for the library and cabinets. Additional appropriations were soon made for furnishing the building with new furniture, new cabinet-cases, and chemical and philosophical apparatus.

The great increase in the number of pupils having made a second enlargement of the house a necessity, the Legislature of 1871 appropriated \$15,000 for this purpose, and the work was accomplished, under the supervision of the principal, during the summer vacation of the same year. The building was enlarged by adding a story sixteen feet in height, and greatly improved in external appearance by the construction of an observatory on the centre, and a new roof with heavier projections, and a new entablature. The first story contains

two ante-rooms, four class-rooms, a chemical laboratory and a philosophical apparatus-room. Upon the second floor are the art-room, four class-rooms, with alcoves and cases for the library and cabinets. The third story contains the main school-room; a spacious hall, well ventilated, light and very cheerful, which will seat two hundred pupils; the senior class-room and the principal's room. It is now one of the most pleasant and convenient school buildings in the State.

During the summer vacation of 1872, a fire-proof boiler-house was constructed in the embankment between the school-house and the boarding-hall, and a complete steam-heating and ventilating apparatus was introduced into the school-house, at a cost of \$6,000, the sum appropriated by the Legislature for the purpose.

The Boarding-Hall.—At the opening of the school the board of students was \$2 a week; in 1866 it had increased to \$5 a week, and board for all the students could not be obtained at any price. So urgent was the need of boarding accommodations, that an effort was made to form an association among the citizens of the town for providing a boarding-house, to be rented for the use of the students. This scheme failed, and application for relief was made to the Legislature of 1867, by the Board of Education, asking for an appropriation of \$30,000 for the erection of a boarding-house, but without success. The necessity becoming still more urgent, the Legislature of 1869 authorized a loan of \$25,000 from the School Fund to the Board of Education, to be spent in erecting and furnishing a boarding-hall for the use of the students. Plans for the building were carefully matured by the principal, and a hall, which would accommodate sixty boarders, was erected. It was opened November 25, 1869, and the rooms were at once filled with boarders.

In less than one year after the opening of the hall, the school numbered one hundred and forty-two pupils, less than one-half of whom could be accommodated at the hall, and the pressure for rooms and board was as great as before the hall was built, thus requiring an immediate enlargement of the hall, but the appropriations for the new Normal School building at Worcester, and for the boarding-hall at Westfield, made it necessary to postpone the enlargement till 1873, when another appropriation of \$43,600 was made for its enlargement. The work of enlargement was completed in March, 1874, and the hall was at once fully occupied. The enlargement making it necessary to extend the school-grounds, the town of Bridgewater generously donated to the Commonwealth from their adjoining school lot, a strip of land twenty feet wide, and three hundred and twenty feet long, which gave room for an easy and convenient approach to the south front of the hall.

The building is very pleasant and commodious, and will accommo-

date one hundred and forty students, with rooms and board. Two students occupy one room. Each room has two closets, is carpeted, supplied with furniture, heated by steam, lighted by gas, and thoroughly ventilated. One wing of the hall is occupied by the young men. The hall is under the charge of the principal, who resides in the house and boards with the students. The boarders are to pay the current expenses, which include board, fuel, light, washing, and the expense of keeping the hall and its furniture in good condition. The cost of board thus far has been \$3.75 a week for the young ladies, who take care of their own rooms, and \$4 a week for young men.

The erection of this hall, as a home for the pupils of the school, considered by the Legislature in the outset an experiment, has proved to be the most important event in the history of the school. It has been the indispensable condition of its growth in numbers, has increased the amount and improved the quality of the work done by the pupils, and has been decidedly beneficial to the health, manners, and morals of the students.

Aims, Principles, and Methods of the School.

Aims.—The ultimate end of school-work is the education of the child. The ultimate object of the Normal School is to make the Normal pupil a *skilled instrument* for the education of children. The aim of this school is to give to the pupil a definite idea of the true object, the principles, and the methods of education; a thorough knowledge of the objects and subjects he will need to teach, with such a degree of facility and skill in the application of these principles and this knowledge, as will enable him to organize and control his own school, and to educate his pupils.

Principles.—The design of education is twofold: first, to secure the right action of the mind; second, the acquisition of knowledge. The “teacher” is an educator. As such, he must know *what* the different mental powers are, the *order* of their development, and *how* they are called into right action. He must know each pupil as an individual. He must also know the different kinds of knowledge, the order of their acquisition, and the method of their acquisition.

Skill in the use of any faculty is acquired only by the right use of that faculty. The exercise of each faculty should be guided by its relation to the other faculties. Right *habits* of observation, of thought, of feeling, of action, are to be established. *A course of study* is required for the training of the mind. The course needed for the purpose is a series of objects and subjects for study, arranged according to the order of mental development.

The principles of education are derived from the study of the mind. The methods of teaching and training are determined by these prin-

ciples. Ideas and thoughts are to be gained from the objects of thought. The logical arrangement of ideas must be observed.

Methods.—All lessons are conducted on the topical plan. The same method is employed with both objects and subjects. Each is considered first as a whole and then in its parts. The topics for the study of an object are arranged in the natural order. A subject is presented as a whole, by clearly defining it to show what it includes. It is then analyzed into its main divisions, and each division is outlined in topics logically arranged.

The lessons thus analytically arranged are assigned to the class, showing them *what* to study, and in *what order*, and each topic is taught to the class *at the time the lesson is assigned, so far as is necessary to teach them how to study it*, so as to be able to teach or present it to the class. *Nothing is done for the pupil which he can do for himself.*

After preparation, the class are thoroughly examined upon the lesson. The outline of topics is first stated, to present the lesson as a whole. The topics are then taught to the class by different pupils, the class and the teacher criticising the teaching; or the pupil presents the topic to the class, other pupils and the teacher make additions, and the class and teacher criticise the presentation. After the teaching, or presenting, the teacher thoroughly questions the class on all the important points of the lesson.

Each day a review of the preceding lesson is made, in its outline and main points, to fix the facts in mind by repetition, and to connect the topics with the lesson of the day. Each main division of a subject is reviewed, in its outline and main topics, to teach the relation of the topics. The subject, as a whole, is reviewed before leaving it, in its outline and main points, to teach all the parts in their relations.

The *teaching* of the topics by the pupils secures the most thorough preparation of the lesson, for the pupil must know the subject, the logical arrangement of it, and how to teach it, or fail. It gives the pupil command of himself, makes him self-reliant, develops his individuality.

All the class exercises, from the beginning of the course, are conducted upon the principles and by the methods that have been indicated. After the pupils have been trained in this way, to teach philosophically, in as full a measure as the time will allow, they come in the last term of the course to the study of psychology, and there learn the philosophy of their work by finding in the study of the mind the principles which underlie the methods they have learned to use.

Text-books are used as books of reference in the preparation of lessons. Statements of importance and definitions are required to be memorized verbatim. The committing of text-books to memory is

avoided, the students being trained to depend upon objects of thought rather than upon words.

Students are expected to govern themselves; to do without compulsion what is required, and to refrain voluntarily from all improprieties of conduct. Those who are unwilling to conform to the known wishes of the principal and his assistants, are presumed to be unfit to become teachers.

It is not deemed necessary to awaken a feeling of emulation in order to induce the pupils to perform their duties faithfully. Faithful attention to duty is encouraged for its own sake, and not for the purpose of obtaining certain marks of credit.

Examinations, both oral and written, are made each term in every study, and the result in each must be satisfactory to enable the pupil to advance to the studies next in order. Only those pupils who have satisfactorily passed all the examinations in the prescribed course of study receive the diploma of the institution.

The Model School.—The early plans of the Board of Education provided a Model School, or School of Practice, in connection with this Normal School, composed of children of the neighborhood, who were to be taught by the Normal pupils under the eye and direction of their teachers.

This school was kept the first six years in a small school-house erected for the purpose by the Centre School District of the town, just south of the old Town Hall, in which was the Normal School. Afterward the Model School was kept in the Model School-room in the lower story of the Normal School-house.

The Model School was under the daily supervision of the principal of the Normal School, and its principal was appointed by him. The school-room was well furnished and provided with the appliances for good teaching. The Normal pupils were required to spend a part of their senior term in actual teaching, as assistants of the principal of the Model School, after a period of careful observation of the methods of the school. The main object was to give the Normal pupils practice in teaching children, under the supervision and criticism of the principal of the Normal School, and the principal of the Model School.

Practice teaching in the Model School was not very attractive to the Normal pupils. Those who had taught before coming to the Normal School felt that they were not specially benefited by this practice, and those who had never taught before did not become sufficiently interested to appreciate the work, and some parents preferred that their children should not be "experimented with." Mr. Tillinghast was quite willing the school should be discontinued. It was closed in March, 1850, and has never been revived.

School Appliances.

Libraries.—The library for general reading contains twelve hundred volumes, including works on biography, on education, fiction, essays, language, history, travels, mental and moral science, and natural science. The reference library contains four hundred volumes. The library of text-books, which are furnished to the students without charge, contains over three thousand volumes.

Laboratories.—The school has an excellent chemical laboratory, combining the most approved modern ideas, with one room for the teachers' use, and another in which twenty-four pupils can work at one time, each pupil himself manipulating the apparatus and dealing with the substances which he studies. Another room is fitted up for a physical laboratory, in which the pupils study the subject experimentally.

Apparatus.—The school is supplied with a fair amount of apparatus for the illustration of the more important principles in the physical sciences. Much more apparatus is needed to accomplish what is necessary in this department.

Cabinets.—The different cabinets contain a moderate supply of well-selected specimens for illustrating the study of human physiology, botany, zoölogy, mineralogy, and geology. These specimens are in constant use in the study of these subjects.

The Art-room is furnished with the best kind of furniture and instruments, with a large number of the finest examples of flat copies, models, and casts, affording excellent facilities for teaching drawing.

Gymnastics.—A course of light, free gymnastics without instruments is practised daily by all the school. A gymnasium for bowling and other physical exercises is connected with the boarding-hall.

Expenses.—Tuition is free to all who comply with the condition of teaching in the Public Schools of Massachusetts, whether they come from this State or any other. Pupils who fail to comply with this condition pay a tuition fee of \$15 for each semi-annual term. Board is \$3.75 a week for ladies and \$4 a week for gentlemen. This includes board, washing, fuel, and lights. A fee of \$2 is paid by each pupil at the beginning of the term for incidental expenses. This is the only charge to any student.

Work of the Graduates.—Reports from more than three-fourths of all the pupils of the school were received as late as the early part of 1876, from which it appears that about ninety per cent. of all who have attended the school have been employed in teaching for a long or a short period. The total teaching of those heard from in eighty classes, the pupils of the first thirty-two years, is very nearly nine thousand years.

Five-eighths of all who have been admitted to the school have graduated. Very nearly all of the graduates have engaged in teaching. The young men who graduated during the first thirteen years of the school have taught an average of eight and three-fourths years; the lady graduates of the same period have taught an average of eight and one-fourth years. Many of these graduates are still teaching. The young men who graduated during the next seven years have taught an average of seven and one-sixth years; the ladies of the same period have taught an average of six and two-thirds years. Of the graduates since that period, as large a proportion as before have engaged in teaching, and a smaller proportion have left teaching for other vocations.

The graduates have taught in all grades of schools, chiefly in the towns and cities of Massachusetts, the larger part of them in the towns. Many of them have been and still are principals in Primary, Grammar, High, Training, and Normal Schools, and in Private Schools, while a larger number are assistants in these schools. Some are professors in Colleges and Scientific Schools.

Some of the lady graduates of the first class report that they taught in the country districts for two dollars a week and board ; others for four dollars a week, including board. The highest salary of any lady graduate teaching in the Public Schools, so far as known, is \$2,400. The young men of this early period report their wages at \$25 to \$30 a month, including board, and one reports “\$13 a month and board ’round.” Some young men in the early classes, who began with \$25 a month, are now receiving \$3,200 a year ; a few have reached \$4,000 a year in the Public Schools. The highest income reported by any graduate is \$7,000 a year ; he is teaching a Private School. The salaries of the lady graduates as reported have increased in about the same proportion.

The school has gradually made itself known and felt in the community through its graduates. Some have signally failed, but a large majority have satisfied all reasonable expectations. Many have sustained themselves for a long series of years in some of the most responsible positions in all the grades of the Public Schools.

The Visitors of the School.

The following is a complete list of the Visitors of the school, with their period of service :—

[illegible]

Edwin H. Chapin,	{ 1843 to 1844. 1846 " 1848.
Lieutenant-Governor John Reed,	1844 " 1850.
Stephen C. Phillips,	1844 " 1854.
Henry B. Hooker,	{ 1844 " 1846. 1848 " 1852.
Edward Otheman,	1852 " 1859.
Alexander H. Vinton,	1853 " 1855.
Emerson Davis,	1854 " 1855.
Hosea Ballou,	1855 " 1858.
Russell Tomlinson,	1859 " 1861.
Erastus O. Haven,	1859 " 1863.
George S. Boutwell,	1861 " 1862.
John P. Marshall,	1862 " 1863.
Abner J. Phipps,	1863 " 1865.
James Freeman Clarke,	1863 " 1869.
John D. Philbrick,	1865 " 1875.
Gardiner G. Hubbard,	1869.
Phillips Brooks,	1875 " 1876.
Christopher C. Hussey,	1876.

Secretaries of the Board of Education.

Horace Mann, LL. D.,	1837 to 1848.
Rev. Barnas Sears, D. D.,	1848 " 1855.
Hon. George S. Boutwell,	1855 " 1860.
Hon. Joseph White, LL. D.,	1861.

The Teachers of the School.

The following is a complete list of the teachers of the school, with their period of service :—

Principals.

Nicholas Tillinghast,*	May, 1840, to July, 1853.
Marshall Conant, A. M.,*	Aug., 1853, " July, 1860.
Albert G. Boyden, A. M.,	Aug., 1860.

Assistants.

Thomas Rainsford,	March, 1841, to May, 1841.
Charles Goddard,	Sept., 1841, " May, 1842.
James Ritchie,*	Aug., 1843, " Nov., 1844.
Joshua Pearl,	Dec., 1844, " Feb., 1845.
Christopher A. Green,	March, 1845, " March, 1847.
Dana P. Colburn,*	{ March, 1847, " June, 1847. March, 1848, " July, 1850.
Joshua Kendall,	March, 1847, " March, 1848.
Nancy M. Blackinton,*	March, 1847, " Dec., 1847.
Richard Edwards,	April, 1848, " Jan., 1853.

* Deceased.

Albert G. Boyden,	{ Aug., 1850, to Oct., 1853.
Edwin C. Hewett,	Sept., 1857, " Aug., 1860.
Mrs. Sarah M. Wyman,	Jan., 1853, " Dec., 1856.
Jairus Lincoln, Jr.,	Nov., 1853, " Feb., 1854.
Leander A. Darling,	March, 1854, " July, 1855.
Benjamin F. Clarke,	Sept., 1855, " Aug., 1857.
Eliza B. Woodward,	Dec., 1856, " Aug., 1857.
Elizabeth Crafts,	Sept., 1857.
Warren T. Copeland,	Dec., 1858, " Feb., 1859.
Charles F. Dexter,	March, 1859, " Feb., 1860.
James H. Schneider, A. B.,*	March, 1860, " May, 1863.
Austin Sanford,	Sept., 1860, " Sept., 1863.
Solon F. Whitney, A. M.,	June, 1863, " July, 1864.
Charlotte A. Comstock,	Sept., 1863, " March, 1866.
George H. Martin,	May, 1863, " July, 1866.
Ellen G. Brown,	Sept., 1864.
Emmeline F. Fisher,	March, 1866, " Dec., 1866.
Elisha H. Barlow, A. B.,	March, 1866, " Feb., 1867.
Edward W. Stephenson,*	Sept., 1866, " Jan., 1868.
Alice Richards,	April, 1867, " Nov., 1867.
Albert E. Winship,	Dec., 1867, " Sept., 1871.
Mary H. Leonard,	Feb., 1868, " July, 1871.
Mary A. Currier,	April, 1868.
Francis H. Kirmayer,	Feb., 1869, " July, 1875.
Barrett B. Russell,	Oct., 1870.
Clara A. Armes,	Sept., 1871.
Isabelle S. Horne,	Sept., 1871.
Edith Leonard,	Sept., 1875.
	Dec., 1875.

Special Teachers.

Mr. S. P. Thacher, Teacher of Music,	1854 to 1855.
E. Ripley Blanchard, Teacher of Music,	1855 " 1860.
Mr. O. B. Brown, Teacher of Music,	1860 " 1864.
Hosea E. Holt,	1864 " 1868.
Prof. William Russell, Teacher of Elocution,*	1863 " 1865.
E. Thoré, Teacher of French,	1869 " 1870.

NORMAL SCHOOL AT SALEM.

By DANIEL B. HAGAR, *Principal*.

The Resolves providing for the establishment of a State Normal School in the county of Essex were passed by the Legislature, and received the governor's approval, April 16, 1853. Several cities and towns in Essex County made earnest efforts to secure the location of the school within their limits. The Hon. Charles W. Upham, mayor of Salem, who had exerted a powerful influence with the Legislature

in favor of establishing the new school, induced the city council of Salem to make such proposals to the Board of Education as led the Board, at its meeting, held on Thursday, June 2, 1853, to locate the school in that city.

The city of Salem furnished the site, formerly occupied for the Registry of Deeds, at the corner of Summer and Broad streets; erected thereon a brick building, two stories high and sixty-seven feet square; furnished the same to the satisfaction of the Board; and received therefor the sum of \$6,000, appropriated by the Legislature for this purpose. The cost of the building was about \$13,000, exclusive of the site, which was estimated at \$5,000.

The building contained, on the lower floor, a lecture-room and six smaller rooms for library, apparatus, reception-room, etc.; on the second floor, a school-room sixty-five by forty feet, four recitation-rooms, and two smaller rooms, one for the use of the teachers and the other for the deposit of reference-books.

The house was dedicated to its purposes on Thursday, September 14, 1854, on which occasion His Excellency Governor Emory Washburn presided, and Ex-Governor George S. Boutwell delivered an address. The school immediately commenced its career with sixty-five pupils, under the charge of Mr. Richard Edwards as principal, assisted by Miss Martha Kingman, and, in the following month, by Miss Elizabeth Weston. Mr. Edwards occupied his position until September, 1857, when, having resigned, he was succeeded by Prof. Alpheus Crosby. During Prof. Crosby's administration, in the year 1860, the school-house was much improved by the raising of the roof and the construction of a partial third story, which furnished rooms for library, cabinet, apparatus, etc., thus leaving several rooms in the first story to be used for recitations.

Prof. Crosby served as principal, with great success, until September, 1865, a period of eight years, when he resigned his position, in order to assume other important duties. He was succeeded by Mr. Daniel B. Hagar, who still has charge of the school.

The number of pupils in the school having largely increased, the principal, in his report to the Board of Education, in 1869, made such a representation of the wants of the school that the Board applied to the Legislature for an appropriation of \$25,000 to provide for the cost of enlarging the school-house. The application was granted, and the work of enlargement was begun in August, 1870, the school occupying, meanwhile, the lower story of the City High School building, the use of which had been freely granted by the city authorities. The school returned to the Normal building in June, 1871, the enlargement having been completed, with the exception of three small rooms in the third story, which were finished the following year.

The building, as enlarged, is ninety-five feet long and sixty-seven feet wide, consists of three stories, covered with a Mansard roof, and a tower at the Broad Street end. The first story contains a reception-room, five recitation-rooms, and three dressing-rooms; the second story consists of the school-room (which has seats for two hundred and ten pupils), the principal's room, the assistant-teachers' room, the reference-book room, and two recitation-rooms; the third story includes the library-room, the cabinet and drawing room, the chemical-room and laboratory, the philosophical-room, the text-book room, and two recitation-rooms. The tower contains one room, which is designed for astronomical uses.

The grounds belonging to the school are very small, extending but a few feet beyond the school-house.

The course of study is that prescribed by the Board of Education, although the order in which the studies are taken has varied from time to time. Until 1865, the course occupied three terms, or a year and a half. Since that time, it has occupied four terms, or two years. There is, also, an advanced course occupying two years, which may be pursued by graduates of the lower course.

Aims and Methods of Study and Training.—The ends chiefly aimed at in this school are the acquisition of the necessary knowledge of the principles and methods of education, and of the various branches of study, the attainment of skill in the art of teaching, and the general development of the mental powers.

From the beginning to the end of the course, all studies are conducted with especial reference to the best ways of teaching them. Recitations, however excellent, are not deemed satisfactory, unless every pupil is able to teach others that which she has herself learned. In every study, the pupils, in turn, occupy temporarily the place of teacher of their classmates, and are subjected to their criticisms, as well as those of their regular teacher. Teaching exercises of various kinds form a large and important part of the school-work. During the senior term, object lessons are given to classes of Primary School children, so that every pupil obtains, before graduating, considerable experience in teaching children to observe, think, and give expression to thought. The studies are conducted on the topical plan. Text-books are used chiefly as books of reference. The committing of text-books to memory is avoided as far as possible, the scholars being trained to depend upon thoughts rather than words.

A great object of the school is to make the pupils investigate, think, and speak for themselves; to make them independent, self-reliant, and ready to meet whatever difficulties may arise.

School Appliances.

Libraries.—The general library, which was mostly contributed by Prof. Alpheus Crosby, contains five thousand volumes. It is well supplied with works in English literature, in history, biography, travels, and in mental and physical science. The library of text-books, which are furnished to scholars without charge, contains over three thousand volumes.

Cabinet.—The cabinet contains several thousand specimens, illustrating the various departments of natural science, especially geology, mineralogy and natural history. For most of the specimens in the cabinet, the school is indebted to the efforts of Prof. Crosby.

Laboratory.—The school is furnished with a convenient laboratory for the teachers' use, and with a room which contains admirable arrangements whereby a large number of students can, at the same time, perform chemical experiments without danger to health.

Apparatus.—A moderate amount of apparatus, designed to illustrate various branches of study, belongs to the school.

Art-room.—For the cultivation of art, a room has been handsomely fitted up, and has been furnished with several hundred dollars' worth of casts, models and copies. These are used by the several classes as aids in the various departments of drawing.

Gymnastics.—The only gymnastics of the school are the light, free-hand movements, and the only apparatus used is a short rod.

School of Practice.—During the senior term, classes of children come to the Normal School from an adjacent Primary School, and receive lessons, chiefly on objects, from the members of the senior class. The lesson given by each one is closely criticised by her classmates and by the regular teacher.

Expenses.—Tuition is free to all students, whether from Massachusetts or any other State, who declare their purpose to teach in the Public Schools of Massachusetts. Other students pay a tuition fee of \$15 for each semi-annual term. The students who board in Salem pay from \$4 to \$5 a week for board. The only charge made to any student is one of \$2 a term, for the payment of incidental expenses. No prizes of any kind are offered in the school.

Work of Graduates.—Nearly all the graduates of the school have been employed as teachers for a long or short period. From reports made in 1874, it appeared, that so far as could then be ascertained, the graduates of the first class that entered the school had taught, on the average, eight and one-fifth years; of the second class, eight years; of the third class, ten years; of the fourth class, six years; of the fifth class, twelve years; of the sixth class, seven years; of the seventh class, seven and one-third years; of the eighth class, six years; of the

ninth class, six years; of the tenth class, eight years; of the eleventh class, seven and one-half years; of the twelfth class, six and three-fourth years; of the thirteenth class, seven and seven-eighths years. It appears from these statistics, and those of subsequent years, that the average length of time spent in teaching by the graduates of the school is about eight years.

The positions occupied by the graduates as teachers have been widely varied, including Primary, Grammar, High, Training, and Normal Schools, Academies, Scientific Schools and Female Colleges. In many of the smaller High Schools of Massachusetts, graduates of this school have been employed as principals. The public demand for the services of well-qualified graduates has always been larger than the supply.

The Visitors of the School.

The following is a complete list of the Visitors of the school, with the period of their service:—

Henry Wheatland, M. D.,	.	.	.	.	.	.	1854 to 1862.
George S. Boutwell, LL. D.,	.	.	.	.	.	.	{ 1854 " 1855.
							{ 1861 " 1862.
Rev. Alonzo H. Quint, D. D.,	.	.	.	.	.	.	1855 " 1861.
George B. Emerson, LL. D.,	.	.	.	.	.	.	1861 " 1866.
Rev. Erastus O. Haven, D. D.,	.	.	.	.	.	.	1863 " 1863.
Prof. John P. Marshall, A. M.,	.	.	.	.	.	.	1863 " 1869.
Hon. John D. Philbrick, LL. D.,	.	.	.	.	.	.	1863 " 1865.
Abner J. Phipps, Ph. D.,	.	.	.	.	.	.	1865 " 1867.
Rev. George Wildes, A. M.,	.	.	.	.	.	.	1867 " 1868.
Rev. James Freeman Clarke, D. D.,	.	.	.	.	.	.	1868 " 1869.
Rev. Alonzo A. Miner, D. D.,	.	.	.	.	.	.	1869.
Rev. Phillips Brooks, A. M.,	.	.	.	.	.	.	1872 " 1876.

Secretaries of the Board of Education.

Rev. Barnas Sears, D. D.,	.	.	.	.	.	.	1854 to 1855.
Hon. George S. Boutwell,	.	.	.	.	.	.	1855 " 1860.
Hon. Joseph White, LL. D.,	.	.	.	.	.	.	1861.

The Teachers of the School.

The following is a complete list of teachers of the school, with the time of the commencement and close of their service:—

Principals.

Richard Edwards, LL. D.,	.	.	.	.	Sept., 1854, to Sept., 1857.
Prof. Alpheus Crosby,	.	.	.	.	Oct., 1857, " Sept., 1865.
Daniel B. Hagar, Ph. D.,	.	.	.	.	Sept., 1865.

Assistants.

Martha Kingman,	Sept., 1854, to Sept., 1865.
Elizabeth Weston,	Oct., 1854, " July, 1860.

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Lucy A. Tefft,	April, 1855, to Feb., 1856.
Sarah R. Smith,	March, 1856, " Jan., 1864.
Phebe A. Breed,	March, 1856, " July, 1857.
Olive P. Bray,	March, 1858, " March, 1861.
Ellen M. Dodge,	March, 1858.
Mary E. Webb,	March, 1858.
Gertrude Sheldon,	Sept., 1858, " July, 1860.
Anna M. Brown,	Sept., 1860, " Feb., 1863.
Caroline J. Cole,	Sept., 1860.
Elizabeth Carleton,	Sept., 1860, " July, 1863.
Eunice T. Plumer,	Sept., 1860, " Dec., 1860.
Josephine A. Ellery,	Feb., 1861, " Sept., 1865.
Mary B. Smith,	Feb., 1861, " Jan., 1864.
	Sept., 1875.
Mary C. Spofford,	Sept., 1863, " Sept., 1865.
Mary E. Godden,	Sept., 1864, " Sept., 1866.
Mary N. Plumer,	Sept., 1864.
Ellen A. Chandler,	Sept., 1865, " July, 1867.
Mary E. Nash,	Sept., 1865, " Sept., 1866.
Isabel C. Tenney,	Sept., 1865, " Feb., 1867.
Sophia O. Driver,	Sept., 1866.
M. Isabella Hanson,	Feb., 1867, " July, 1872.
Harriet L. Martin,	Sept., 1867.
Eliza H. Merrill,	Sept., 1868, " Feb., 1869.
E. Maria Upham,	Sept., 1868, " Jan., 1873.
E. Adelaide Towle,	Sept., 1872.
Harriet D. Allen,	Feb., 1873.
Elizabeth N. Jones,	Sept., 1873.
Mabel F. Hines,	Sept., 1874, " Sept., 1875.

Teachers of Music.

E. Ripley Blanchard,	Sept., 1854, to Feb., 1859.
Sarah M. Eaton,	March, 1859, " Feb., 1860.
Elizabeth G. Hunt,	Feb., 1860, " July, 1860.
Lucy Kingman,	Sept., 1860, " Jan., 1861.
Clara M. Loring,	Feb., 1861, " Sept., 1863.
O. B. Brown,	Sept., 1863, " Sept., 1869.

Teachers of Elocution.

Mary A. Currier,	Sept., 1868, to May, 1875.
S. Augusta Mayo,	Sept., 1875.

Teachers of Drawing.

Christine Chaplin,	Sept., 1867, to Feb., 1869.
Mary A. Clarke,	Sept., 1869, " July, 1870.
Walter S. Goodnough,	Nov., 1873, " July, 1874.
Leslie Miller,	Sept., 1874.

THE NORMAL SCHOOL AT WORCESTER.

By E. H. RUSSELL, *Principal*.

The general conviction of the community that Normal Schools are efficient in preparing teachers for their work, was the cause of the establishment of this school. Worcester is one of the business and educational centres of the State. Moreover, its school superintendents for several years have been men of progressive ideas, forecasting the needs of the future; and to them (Messrs. Marble, Chenoweth, and Jones) should be given much of the credit of the founding of this school.

The city of Worcester, by its school superintendents, government, and several prominent citizens, appears to have taken the lead in its establishment.

By the terms of a Resolve which went into effect on the twenty-fifth day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors, a tract of land of not more than five acres, to be located by the governor and council, within certain limits fixed in the Resolve. *An appropriation of \$60,000 was made upon the condition that the city of Worcester should pay to the Board of Education, for the purposes named in the Resolve, the sum of \$15,000. This condition was promptly complied with.* Worcester contributed in all, \$16,376.50. An additional appropriation of \$10,000, made by the Legislature, was expended for furniture and fixtures. The tract was located by the Governor and Council, September 2, 1871. And on the nineteenth day of September, 1871, the conveyance was made by the trustees of the hospital to the Board of Education and its successors in trust as directed.

The tract of land located is upon Hospital Hill, in Hospital Grove (formerly so called), within a short distance from the new Union depot, a point at which pupils, residing on the line of either of the roads leading into the city of Worcester, can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished.

The building is of stone, capacious, conveniently arranged in every detail, massive and handsome in external appearance. The beautiful eminence upon which it stands commands an extensive and varied view of city, village, and country, for many miles around.

The building is one hundred and twenty-eight feet long and eighty-eight feet wide, three stories in height, and has a French roof. The lot is five acres in area, and naturally picturesque.

The exercises of dedication took place on Friday, September 11, 1874, Hon. Henry Chapin, LL. D., chairman of the board of Visitors, presiding.

A formal dedicatory address was delivered by Hon. Emory Washburn, LL. D., of Cambridge, and remarks were added by members of the Board of Education and others, after which a collation was served to invited guests.

On the following Tuesday (September 15) the school was opened to pupils, thus taking its place in the honorable line of educational institutions established and supported by the Commonwealth.

Design of the School.—This institution, like the four other Normal Schools of the State, is maintained with a single object in view; namely, the thorough preparation of teachers for our Public Schools.

None, therefore, are admitted who do not intend to teach, and none will be encouraged to continue who do not show intelligence, aptitude, and enthusiasm for the work.

By the generous coöperation of the school authorities of the city of Worcester, an arrangement has been made whereby pupils of the Normal School may, in their senior year, be assigned as assistants or apprentices to superior teachers in the Public Schools, and may thus have real practice in the instruction and management of school children, under the joint supervision of the superintendent of schools and the faculty of the Normal School. This is actual teaching. The conditions are stern, but helpful; and it is believed that an experiment so carefully sifted of artificial encumbrances, will yield something of value.

Constant attention is paid to the health of the students, a majority of whom report themselves as improved in this respect soon after entering the school. Recognizing the physical integrity and well-being of the pupils as an indispensable prerequisite to their success, either as scholars or teachers, we postpone the care of their health to no other duty whatever. This often involves a sacrifice of present progress in study; but, unless we discredit the most emphatic teachings of those best qualified to judge, it is the part of wisdom.

Our aim is, first, to instruct the students in the care of their health; and, secondly, to make it easy for them to put such instruction into practice. Very full health statistics are recorded, and a pretty strict and searching sanitary regimen maintained, in addition to much instruction in physiology and hygiene throughout the course. A room has been neatly and appropriately arranged, in which the pupils who remain during recess take their meals at tables, with settees conveniently arranged, and where the graces of social life are seen and cultivated.

Illustrative apparatus for the teaching of drawing, of physiology,

and of physical science has been supplied, and additions to this are continually made. A chemical laboratory, accommodating eighteen working pupils, and supplied with gas-hood, Bunsen pump, tables, sinks, etc., has been fitted up at an expense of about \$300; and the necessary supplies have been provided at a cost of about \$500.

The school has not been in operation long enough to allow any report upon the work of the graduates, but from its successful inauguration and the excellent facilities for instruction which it affords, it is confidently expected that it will send forth graduates who will be successful in the best sense.

The following is a list of the Visitors of the school, with the period of their service:—

Hon. Henry Chapin, LL. D.,	1873.
Rev. Phillips Brooks, A. M.,	1873 to 1875.
Rev. Alonzo A. Miner, D. D.,	1873 to 1875.
Rev. William Rice, A. M.,	1875.
Hon. Joseph White, LL. D.,	1873.

Teachers of the School.

E. Harlow Russell, <i>Principal</i> ,	May 27, 1874.
Rebecca Jones, <i>Assistant</i> ,	July, 1874.
Charles F. Adams, “	July, 1874.
Florence Foster, “	July, 1874.
Carrie W. Stevens, “	July, 1874, to July, 1875.
Juliet Porter, “	Jan., 1875.
Michael J. Green, “	Feb., 1875.
Henry W. Brown, “	July, 1875.

STATISTICS OF THE NORMAL SCHOOLS.

The following table gives the number of pupils admitted to each school, year by year, and the number of graduates from each, as far as the number can be ascertained.* The early records of the school at Westfield are incomplete. The admissions at Framingham are given for each calendar year; the admissions at each of the other schools are given for the school year, which commences in August. The record is brought down to February, 1876.

* No class has yet graduated from the school at Worcester.

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Y E A R .	ADMITTED.						GRADUATED.				
	Framingham.	Westfield.	Bridgewater.	Salem.	Worcester.	Total.	Framingham.	Westfield.†	Bridgewater‡	Salem.	Total.
1839, . .	22	-	-	-	-	22	-	-	-	-	-
1840, . .	19	-	72	-	-	91	21	-	-	-	21
1841, . .	29	-	40	-	-	69	17	-	55	-	72
1842, . .	35	-	62	-	-	97	34	-	13	-	47
1843, . .	59	165*	79	-	-	303	37	-	22	-	59
1844, . .	82	97	59	-	-	238	41	-	33	-	74
1845, . .	61	37	93	-	-	191	56	-	38	-	94
1846, . .	99	55	49	-	-	203	37	-	79	-	116
1847, . .	32	60	39	-	-	131	58	-	41	-	99
1848, . .	83	96	50	-	-	229	38	-	34	-	72
1849, . .	99	78	66	-	-	243	66	-	41	-	107
1850, . .	91	61	81	-	-	233	66	-	57	-	123
1851, . .	62	67	68	-	-	197	32	-	61	-	93
1852, . .	70	64	63	-	-	197	66	-	51	-	117
1853, . .	24	53	51	-	-	128	28	-	43	-	71
1854, . .	56	115	55	113	-	339	13	51	44	-	108
1855, . .	26	94	70	65	-	255	31	42	47	48	168
1856, . .	33	65	57	72	-	227	24	30	59	28	141
1857, . .	54	89	56	69	-	268	20	20	42	28	110
1858, . .	41	95	75	93	-	304	24	32	41	41	138
1859, . .	57	80	53	85	-	275	34	32	62	55	183
1860, . .	40	92	48	86	-	266	28	36	42	52	158
1861, . .	50	89	70	59	-	268	37	28	33	38	136
1862, . .	61	64	49	80	-	254	19	36	36	26	117
1863, . .	64	62	52	79	-	257	31	21	30	36	118
1864, . .	70	48	40	79	-	237	56	38	34	24	152
1865, . .	52	73	51	74	-	250	25	27	21	44	117
1866, . .	60	85	42	85	-	272	53	36	28	45	162
1867, . .	58	90	57	92	-	297	36	52	28	61	177
1868, . .	39	80	80	90	-	289	29	49	43	48	169
1869, . .	56	73	92	96	-	317	26	52	44	47	169
1870, . .	64	61	89	78	-	292	29	39	37	60	165
1871, . .	46	82	67	103	-	298	27	47	57	54	185
1872, . .	59	66	80	118	-	323	40	45	38	47	170
1873, . .	48	75	76	107	-	306	42	39	42	56	179
1874, . .	65	99	98	125	82	469	38	42	37	58	175
1875, . .	69	73	95	76	56	369	34	34	27	32	127
	2,035	2,583	2,324	1,924	138	9,004	1,293	828	1,440	928	4,489

* Number admitted from beginning of school.

† No record of graduates till 1854.

‡ The column of graduates for Bridgewater gives the number graduating from the classes admitted in a preceding year, instead of the number graduating in the year. The total is the same as if the number graduating each year were given.

The following tables show the number of pupils sent from each town and county in Massachusetts, and the number sent from other States, to each of the Normal Schools (except Framingham, the records of which are incomplete), from the beginning of the school to February, 1876:—

TOWNS.	Westfield.	Bridgewater.	Salem.	Worcester.	Total.	TOWNS.	Westfield.	Bridgewater.	Salem.	Worcester.	Total.
BARNSTABLE CO.						DUKES CO.					
Barnstable, . . .	-	21	1	-	22	Chilmark, . . .	-	5	2	-	7
Brewster, . . .	-	9	1	-	10	Edgartown, . . .	-	3	-	-	3
Chatham, . . .	-	11	12	-	13	Gay Head, . . .	-	-	-	-	-
Dennis, . . .	-	13	12	-	15	Gosnold, . . .	-	-	-	-	-
Eastham, . . .	-	2	-	-	2	Tisbury, . . .	-	6	-	-	6
Falmouth, . . .	-	10	1	-	11	Totals, . . .	-	14	2	-	16
Harwich, . . .	-	2	-	-	2	ESSEX CO.					
Mashpee, . . .	-	-	-	-	-	Amesbury, . . .	2	-	9	-	11
Orleans, . . .	-	8	1	-	9	Andover, . . .	1	4	30	-	35
Provincetown, . . .	-	17	1	-	18	Beverly, . . .	-	2	65	-	67
Sandwich, . . .	-	8	6	-	14	Boxford, . . .	1	-	5	-	6
Truro, . . .	-	3	-	-	3	Bradford, . . .	-	-	1	-	1
Wellfleet, . . .	-	6	-	-	6	Danvers, . . .	2	8	41	-	51
Yarmouth, . . .	-	10	1	-	11	Essex, . . .	1	1	10	-	12
Totals, . . .	-	120	16	-	136	Georgetown, . . .	-	-	4	-	4
BERKSHIRE CO.						Gloucester, . . .	4	2	81	-	87
Adams, . . .	29	1	1	-	31	Groveland, . . .	-	-	2	-	2
Alford, . . .	1	-	-	-	1	Hamilton, . . .	-	-	10	-	10
Becket, . . .	20	-	-	-	20	Haverhill, . . .	-	4	7	-	11
Cheshire, . . .	10	-	-	-	10	Ipswich, . . .	2	2	16	-	20
Clarksburg, . . .	1	-	-	-	1	Lawrence, . . .	2	8	22	-	32
Dalton, . . .	4	-	-	-	4	Lynn, . . .	2	8	124	-	134
Egremont, . . .	8	-	-	-	8	Lynnfield, . . .	1	1	32	-	34
Florida, . . .	4	-	-	-	4	Manchester, . . .	1	-	13	-	14
Great Barrington, . . .	21	-	1	-	22	Marblehead, . . .	-	7	54	-	61
Hancock, . . .	6	-	-	-	6	Methuen, . . .	-	1	8	-	9
Hinsdale, . . .	5	1	1	-	7	Middleton, . . .	-	-	30	-	30
Lanesborough, . . .	18	-	-	-	18	Nabant, . . .	-	-	10	-	10
Lee, . . .	5	-	-	-	5	Newbury, . . .	1	1	5	-	7
Lenox, . . .	4	-	-	-	4	Newburyport, . . .	4	2	34	-	40
Monterey, . . .	8	-	-	-	8	North Andover, . . .	-	-	-	-	-
Mt. Washington, . . .	-	-	-	-	-	Peabody, . . .	-	6	52	-	58
New Ashford, . . .	3	-	-	-	3	Rockport, . . .	27	2	14	-	43
New Marlborough, . . .	15	-	-	-	15	Rowley, . . .	1	-	4	-	5
Otis, . . .	25	-	-	-	25	Salem, . . .	2	7	200	-	209
Pernu, . . .	5	-	-	-	5	Salisbury, . . .	-	2	6	-	8
Pittsfield, . . .	21	-	-	-	21	Saugus, . . .	1	-	40	-	41
Richmond, . . .	10	-	-	-	10	Swampscott, . . .	-	-	22	-	22
Sandisfield, . . .	7	-	-	-	7	Topsfield, . . .	-	-	9	-	9
Savoy, . . .	-	-	-	-	-	Wenham, . . .	-	-	8	-	8
Sheffield, . . .	14	-	1	-	15	West Newbury, . . .	-	-	2	-	2
Stockbridge, . . .	18	-	-	-	18	Totals, . . .	55	68	1,060	-	1,183
Tyringham, . . .	2	-	-	-	2	FRANKLIN CO.					
Washington, . . .	11	-	-	-	11	Ashfield, . . .	10	-	-	-	10
West Stockbridge, . . .	1	-	-	-	1	Bernardston, . . .	9	1	-	-	10
Williamstown, . . .	30	-	-	-	30	Buckland, . . .	5	-	-	-	5
Windsor, . . .	1	-	-	-	1	Charlemont, . . .	16	-	-	-	16
Totals, . . .	307	2	4	-	313	Coleraine, . . .	5	-	-	-	5
BRISTOL CO.						Conway, . . .	31	-	-	-	31
Acushnet, . . .	-	11	-	-	11	Deerfield, . . .	31	-	-	-	31
Attleborough, . . .	4	23	-	-	27	Erving, . . .	3	-	-	-	3
Berkley, . . .	1	14	-	-	15	Gill, . . .	-	-	-	-	-
Dartmouth, . . .	-	30	-	-	30	Greenfield, . . .	14	1	3	-	18
Dighton, . . .	-	8	-	-	8	Hawley, . . .	4	-	-	-	4
Easton, . . .	-	28	1	-	29	Heath, . . .	1	-	-	-	1
Fairhaven, . . .	3	24	1	-	28	Leverett, . . .	13	-	-	-	13
Fall River, . . .	4	31	3	-	38	Leyden, . . .	1	-	-	-	1
Freetown, . . .	-	26	4	-	30	Monroe, . . .	1	-	-	-	1
Mansfield, . . .	3	10	2	-	15	Montague, . . .	23	1	-	-	24
New Bedford, . . .	-	59	7	-	66	New Salem, . . .	3	-	-	-	3
Norton, . . .	-	8	-	-	8	Northfield, . . .	7	2	1	-	10
Raynham, . . .	-	15	-	-	15	Orange, . . .	8	-	-	-	8
Rehoboth, . . .	-	7	-	-	7	Rowe, . . .	6	-	-	-	6
Seekonk, . . .	-	4	2	-	6	Shelburne, . . .	26	-	-	-	26
Somerset, . . .	-	8	-	-	8	Shutesbury, . . .	4	-	-	-	4
Swansea, . . .	1	12	-	-	13	Sunderland, . . .	7	-	-	-	7
Taunton, . . .	-	19	5	-	24	Warwick, . . .	2	2	-	-	4
Westport, . . .	-	11	-	-	11	Wendell, . . .	-	-	1	-	1
Totals, . . .	16	348	25	-	389	Whately, . . .	12	-	-	-	12
						Totals, . . .	242	7	5	-	254

NORMAL SCHOOLS OF MASSACHUSETTS. 167

TOWNS.	Westfield.	Bridgewater.	Salem.	Worcester.	Total.	TOWNS.	Westfield.	Bridgewater.	Salem.	Worcester.	Total.
HAMPDEN Co.						MIDDLEX Co.—Con.					
Agawam, . . .	18	-	-	2	20	Hudson, . . .	1	-	-	-	1
Blandford, . . .	19	-	-	-	19	Lexington, . . .	-	4	1	-	5
Brimfield, . . .	27	1	1	-	29	Lincoln, . . .	-	-	-	-	-
Chester, . . .	24	-	-	-	24	Littleton, . . .	1	4	2	-	7
Chicopee, . . .	53	1	1	-	55	Lowell, . . .	3	55	131	-	139
Granville, . . .	34	-	-	-	34	Malden, . . .	3	2	25	-	30
Holland, . . .	1	-	-	-	1	Marlborough, . . .	5	5	-	-	10
Holyoke, . . .	19	1	-	-	20	Maynard, . . .	-	-	-	-	-
Longmeadow, . . .	13	-	-	-	13	Medford, . . .	1	-	5	-	6
Ludlow, . . .	6	-	-	-	6	Melrose, . . .	-	-	10	-	10
Monson, . . .	9	1	-	-	10	Natick, . . .	-	-	3	1	4
Montgomery, . . .	7	-	-	-	7	Newton, . . .	2	25	5	-	32
Palmer, . . .	6	-	-	-	6	North Reading, . . .	-	-	-	-	-
Russell, . . .	12	-	-	-	12	Pepperell, . . .	1	2	2	-	5
Southwick, . . .	21	-	-	-	21	Reading, . . .	15	45	-	-	60
Springfield, . . .	49	1	1	-	51	Sherborn, . . .	-	6	-	-	6
Tolland, . . .	29	-	-	-	29	Shirley, . . .	-	-	-	-	-
Wales, . . .	-	-	-	-	-	Somerville, . . .	-	5	18	-	23
Westfield, . . .	402	-	-	-	402	Stoneham, . . .	-	12	11	-	23
West Springfield, . . .	43	-	-	-	43	Stow, . . .	1	4	-	-	5
Wilbraham, . . .	16	-	-	-	16	Sudbury, . . .	-	4	-	-	4
Totals, . . .	808	5	3	2	818	Tewksbury, . . .	1	-	10	-	11
HAMPSHIRE Co.						Townsend, . . .	12	2	1	-	15
Amherst, . . .	13	-	-	-	13	Tyngsborough, . . .	-	3	3	-	6
Belchertown, . . .	12	-	-	-	12	Wakefield, . . .	4	-	26	-	30
Chesterfield, . . .	11	-	-	-	11	Waltham, . . .	1	5	2	-	8
Cummington, . . .	17	-	-	-	17	Watertown, . . .	-	3	1	-	4
Easthampton, . . .	17	-	-	-	17	Wayland, . . .	-	1	-	-	1
Enfield, . . .	5	-	-	-	5	Westford, . . .	-	2	2	-	4
Goshen, . . .	12	-	-	-	12	Weston, . . .	-	8	3	-	11
Granby, . . .	15	-	-	-	15	Wilmington, . . .	-	1	5	-	6
Greenwich, . . .	10	1	-	-	11	Winchester, . . .	-	2	3	-	5
Hadley, . . .	27	-	-	-	27	Woburn, . . .	-	10	2	-	12
Hatfield, . . .	3	-	-	-	3	Totals, . . .	51	164	354	1	570
Huntington, . . .	31	-	-	-	31	NANTUCKET Co.					
Middlefield, . . .	6	-	-	-	6	Nantucket, . . .	-	37	14	1	52
Northampton, . . .	47	1	2	-	50	NORFOLK Co.					
Pelham, . . .	1	-	-	-	1	Bellingham, . . .	5	2	-	-	7
Plainfield, . . .	3	-	-	-	3	Braintree, . . .	-	14	-	-	14
Prescott, . . .	3	-	-	-	3	Brookline, . . .	-	1	1	-	2
South Hadley, . . .	19	-	-	-	19	Canton, . . .	-	20	1	-	21
Southampton, . . .	34	-	-	-	34	Cohasset, . . .	-	2	3	-	5
Ware, . . .	11	-	-	-	11	Dedham, . . .	-	8	2	-	10
Westhampton, . . .	13	-	-	-	13	Dover, . . .	-	4	1	-	5
Williamsburg, . . .	15	-	-	-	15	Foxborough, . . .	-	9	-	-	9
Worthington, . . .	6	-	-	-	6	Franklin, . . .	7	5	2	-	14
Totals, . . .	331	2	2	-	335	Holbrook, . . .	-	3	-	-	3
MIDDLESEX Co.						Hyde Park, . . .	-	1	-	-	1
Acton, . . .	2	1	1	-	4	Medfield, . . .	-	16	1	-	17
Arlington, . . .	-	-	3	-	3	Medway, . . .	1	15	2	-	18
Ashby, . . .	3	9	1	-	13	Milton, . . .	1	14	2	-	17
Ashland, . . .	-	-	-	-	-	Needham, . . .	-	7	1	-	8
Ayer, . . .	-	1	-	-	1	Norfolk, . . .	-	-	-	-	-
Bedford, . . .	-	-	2	-	2	Norwood, . . .	-	3	1	-	4
Belmont, . . .	-	-	-	-	-	Quincy, . . .	-	20	2	-	22
Billerica, . . .	-	-	4	-	4	Randolph, . . .	-	37	-	-	37
Boxborough, . . .	-	-	-	-	-	Sharon, . . .	-	5	-	-	5
Burlington, . . .	-	-	-	-	-	Stoughton, . . .	-	35	-	-	35
Cambridge, . . .	3	6	7	-	16	Walpole, . . .	-	10	3	-	13
Carlisle, . . .	-	-	-	-	-	Weymouth, . . .	-	12	1	-	13
Chelmsford, . . .	1	2	1	-	4	Wrentham, . . .	2	23	-	-	25
Concord, . . .	-	-	2	-	2	Totals, . . .	16	266	23	-	305
Dracut, . . .	-	4	5	-	9	PLYMOUTH Co.					
Dunstable, . . .	1	-	3	-	4	Abington, . . .	-	24	1	-	25
Everett, . . .	-	-	4	-	4	Bridgewater, . . .	-	230	2	-	232
Framingham, . . .	1	3	-	-	4	Brockton, . . .	-	50	-	-	50
Groton, . . .	-	2	7	-	9	Carver, . . .	-	7	-	-	7
Holliston, . . .	2	2	-	-	4	Duxbury, . . .	-	12	-	1	13
Hopkinton, . . .	2	1	-	1	4						

TOWNS.	Westfield.	Bridgewater.	Salem.	Worcester.	Total.	TOWNS.	Westfield.	Bridgewater.	Salem.	Worcester.	Total.
PLYM'TH Co.—Con.						WORST'R Co.—Con.					
East Bridgewater, .	-	51	-	-	51	Dudley, .	-	-	-	-	-
Halifax, .	-	3	2	-	5	Fitchburg, .	3	3	4	2	12
Hanover, .	-	5	1	-	6	Gardner, .	4	-	-	1	5
Hanson, .	-	4	-	-	4	Grafton, .	1	-	-	3	4
Hingham, .	-	21	6	-	27	Hardwick, .	11	1	1	-	13
Hull, .	-	-	-	-	-	Harvard, .	1	3	-	-	4
Kingston, .	-	19	2	-	21	Holden, .	6	2	-	2	10
Lakeville, .	-	2	-	-	2	Hubbardston, .	17	-	-	-	17
Marion, .	-	4	-	-	4	Lancaster, .	7	2	-	-	9
Marshfield, .	8	15	1	-	24	Leicester, .	7	-	1	2	10
Mattapoisett, .	1	6	1	-	8	Leominster, .	3	4	3	1	11
Middleborough, .	-	57	-	-	57	Lunenburg, .	8	1	-	-	9
Pembroke, .	-	11	-	-	11	Mendon, .	6	6	-	-	12
Plymouth, .	1	50	8	-	59	Milford, .	-	11	1	-	12
Plympton, .	-	7	-	-	7	Millbury, .	-	1	1	1	3
Rochester, .	-	20	-	-	20	New Braintree, .	5	-	-	-	5
Rockland, .	-	1	-	-	1	Northborough, .	10	19	2	-	31
Scituate, .	1	23	-	-	24	Northbridge, .	12	1	1	3	17
South Abington, .	-	-	-	-	-	North Brookfield, .	7	-	-	1	8
South Scituate, .	-	9	-	-	9	Oakham, .	2	-	2	1	5
Wareham, .	-	6	-	-	6	Oxford, .	-	1	1	1	3
West Bridgewater, .	-	72	-	-	72	Paxton, .	3	-	-	-	3
Totals, .	11	709	24	1	745	Petersham, .	4	5	2	-	11
SUFFOLK Co.						Phillipston, .	10	-	1	-	11
Boston, .	20	103	48	-	171	Princeton, .	4	2	-	1	7
Chelsea, .	-	6	44	-	50	Royalston, .	7	4	2	-	13
Revere, .	-	1	9	-	10	Rudland, .	10	3	-	-	13
Winthrop, .	-	-	-	-	-	Shrewsbury, .	2	-	-	1	5
Totals, .	20	110	101	-	231	Southborough, .	-	3	1	-	4
WORCESTER Co.						Southbridge, .	8	4	-	-	12
Ashburnham, .	9	-	1	-	10	Spencer, .	-	-	1	5	6
Athol, .	8	1	1	-	10	Sterling, .	2	10	3	-	15
Andover, .	3	2	-	-	5	Sturbridge, .	7	3	-	-	10
Barre, .	53	-	-	2	55	Sutton, .	3	4	-	3	10
Berlin, .	15	3	1	-	19	Templeton, .	3	4	-	3	10
Blackstone, .	10	3	3	4	20	Upton, .	13	2	1	4	20
Bolton, .	1	5	-	-	6	Uxbridge, .	4	6	-	2	12
Boylston, .	7	-	-	-	7	Warren, .	14	2	-	-	16
Brookfield, .	13	9	1	-	23	Webster, .	2	3	1	-	6
Charlton, .	12	4	1	-	17	Westborough, .	1	1	-	3	5
Clinton, .	6	1	-	-	7	West Boylston, .	2	-	-	3	5
Dana, .	2	-	-	-	2	West Brookfield, .	12	-	-	1	13
Douglas, .	2	2	-	2	6	Westminster, .	9	6	-	-	15
						Winchendon, .	8	-	3	2	13
						Worcester, .	32	8	3	75	118
Totals, .	416	155	44	130	745						

RECAPITULATION.

COUNTIES.	Westfield.	Bridgewater.	Salem.	Worcester.	Total.
Barnstable,	-	120	16	-	136
Berkshire,	307	2	4	-	313
Bristol,	16	348	25	-	389
Dukes,	-	14	2	-	16
Essex,	55	68	1,060	-	1,183
Franklin,	242	7	5	-	254
Hampden,	808	5	3	2	818
Hampshire,	331	2	2	-	335
Middlesex,	50	164	354	1	569
Nantucket,	-	37	14	1	52
Norfolk,	16	266	23	-	305
Plymouth,	11	709	24	1	745
Suffolk,	20	110	101	-	231
Worcester,	416	155	44	130	745
Totals,	2,272	2,007	1,677	135	6,091

OTHER STATES.

STATES.	Westfield.	Bridge- water.	Salem.	Worcester.	Total.	STATES.	Westfield.	Bridge- water.	Salem.	Worcester.	Total.
Maine,	25	85	47	-	157	North Carolina, . . .	2	-	2	-	4
New Hampshire, . . .	41	100	143	2	286	South Carolina, . . .	-	1	-	-	1
Vermont,	23	15	15	-	53	Virginia,	-	-	2	-	2
Rhode Island,	7	40	4	-	51	Alabama,	-	1	-	-	1
Connecticut,	115	10	1	-	126	Florida,	2	-	-	-	2
New York,	42	11	7	1	61	Louisiana,	-	-	1	-	1
New Jersey,	8	1	3	-	12	Texas,	-	1	-	-	1
Pennsylvania,	15	4	6	-	25	California,	1	1	-	-	2
Ohio,	5	3	1	-	9	Colorado,	-	1	-	-	1
Illinois,	1	2	3	-	6	District of Columbia, .	2	2	2	-	6
Indiana,	4	-	1	-	5	Canada,	1	1	2	-	4
Michigan,	1	1	-	-	2	Nova Scotia,	-	3	1	-	4
Wisconsin,	2	-	-	-	2	New Brunswick, . . .	1	1	-	-	2
Minnesota,	1	2	-	-	3	England,	-	-	1	-	1
West Virginia,	1	1	-	-	2	Burmah,	-	2	-	-	2
Kentucky,	1	1	-	-	2	Japan,	2	1	-	-	3
Maryland,	-	3	-	-	3	Sandwich Islands, . . .	2	-	-	-	2
Iowa,	-	-	1	-	1						
Kansas,	3	-	1	-	4						
Missouri,	-	-	1	-	1	Totals,	311	293	245	3	852

STATE NORMAL ART-SCHOOL.

Prepared by A. G. BOYDEN, from the Reports of the School.

In view of the great importance of drawing, as a branch of education, the Legislature, by an Act passed May 16, 1870, made instruction in this branch obligatory in the Public Schools; and required cities and towns, containing more than ten thousand inhabitants, to make provision for free instruction in industrial drawing to persons over fifteen years of age. This Act met with public favor, but it was soon found by experience, that it was impossible to realize satisfactorily the benefits intended by the Act, for want of competent teachers.

To supply this want, it became necessary to establish a State Normal Art-School. The necessity of providing this new educational instrumentality became apparent as soon as the attempt was made to carry out the provisions of the law, requiring the teaching of industrial drawing,—provisions which had been made in compliance with the requests of the leading representatives of the great industrial interests of the State. It was in vain to look to private enterprise for the means of qualifying the needed teaching staff. Public provision was indispensable.

A bill providing for the establishment of such a school was submitted to the Legislature of 1872, but failed of success. Another year's experience was sufficient to render it apparent to the dullest apprehension, that the attempt to carry forward this great educational improvement without qualified teachers was a waste of time and money, and

the alternative which obviously presented itself was either to abandon altogether the project of developing industrial art, or to provide the requisite means of its execution. The Legislature of 1873 wisely chose the latter, and enacted as follows :—

“Resolved, That there be allowed and paid out of the treasury, the sum of seventy-five hundred dollars for the expense of a state normal art-school, the same to be expended under the direction of the board of education. [Approved June 6, 1873.]”

“Resolved, That the sergeant-at-arms, with the consent and approval of the commissioners on the state house, be authorized to assign the rooms on the third floor of the house, number 33 Pemberton Square, to the board of education, for the use of the state normal art-school. [Approved June 11, 1873.]”

In pursuance of this provision the Board of Education appointed Visitors of the school, with instructions to organize and put it in operation, and take charge of its immediate supervision. Prof. Walter Smith, the State Director of Art-Education, was appointed director of the school, by whose advice a very able corps of instructors was secured.

Notice of the proposed opening of the school having been given in the newspapers of the principal cities of the State, on the 6th of November, 1873, the candidates for admission assembled for examination at the rooms assigned to the school. The whole number examined was seventy-seven, and of this number seventy were admitted as students.

It was found that a large number of persons who were anxious to enjoy the advantages offered by the school, were totally unaware of the examination, and in response to frequent applications, a subsequent examination was held, of thirty-nine persons, of whom thirty-seven were admitted; making a total of one hundred and seven students, of whom thirty-nine were men and sixty-eight were women. The rooms provided afforded seats to only seventy-two students at one time.

The Design of the School.—This school is intended as a training school, for the purpose of qualifying teachers and masters of industrial drawing. It is the first institution of the kind established in this country. It is an essential element in that system of agencies which the government of the State is putting into operation for the purpose of diffusing art-culture, not only as an indispensable constituent of a competent general education, but as a means of enabling our manufacturers to compete successfully with the manufacturers of Europe. The material prosperity of the State depends chiefly upon the profits of its manufactories. That these profits might be immensely augmented, by the application of a higher artistic skill, is no longer doubted by any

well-informed person. The artistic skill hitherto employed in this country, has been, for the most part, derived from foreign countries, because no adequate means of developing it has existed in this country.

Its specific aim, at present, is to prepare teachers for the Industrial Drawing Schools of the State, who shall also be able to direct and superintend the instruction in this branch in the Public Schools. In the future, it will be necessary to provide for high skill in technical drawing and high art-culture, but the immediate pressing demand is for teachers who know the elementary subjects thoroughly well, and can teach them intelligently and successfully; and this demand the school will aim primarily to supply, by providing, at the outset, training in the elementary subjects, making it as complete and practical as the circumstances will permit.

Conditions of Admission.—An examination in freehand drawing will be held at the opening of the school, of all candidates for admission, and those only who show an aptitude and some proficiency in elementary drawing will be admitted. The number of students will be, necessarily, limited, preference being given to the teachers of drawing actually employed in the Public Schools, and in the industrial evening classes in the State, the complement being made up of the most promising of the candidates, resident in the State, who declare their intention to become teachers of drawing; or, in case of deficiency in the number of these classes of students, other persons, whether residents or non-residents, will be admitted, on the payment of a reasonable tuition.

The Course of Instruction.—The term industrial drawing includes both instrumental and freehand drawing. The course of instruction stated in general terms has the following range of subjects:—

The first includes elementary drawing only, for which, when the diploma works have been completed, and the examination satisfactorily passed, diploma A is given.

“Three other diplomas represent the subjects of Painting, Industrial Sculpture, and Instrumental Drawing. Thus the whole curriculum of the school will be,—

“A. Elementary subjects.

“B. Painting.

“C. Sculpture.

“D. Architecture and Engineering Drawing.

“For each of which branches a diploma is issued, and for proficiency in all, the degree of Art-Master should be given.”

The curriculum requires four years for its completion.

Examination and Diploma.—For permission to be examined for a diploma, the student will be required to submit class exercises, the subjects being described in the list of diploma works. These drawings

and paintings are to show whether the student possesses the manipulative skill necessary to teach drawing. If the works pass examination, the student will then be allowed to offer himself for the diploma examination, which will be held at the end of the session. This examination having been passed, the student will receive a diploma, testifying to his scientific and artistic qualifications to give instruction in elementary drawing. A student failing to pass an examination in any subject, may present himself again at a future examination, those subjects already passed being recorded in his favor; but he will not receive the diploma of the school until all the subjects of examination have been passed.

The Progress of the School.—The principal embarrassment under which the school has labored, has been a want of commodious rooms. From the beginning its quarters have been far too circumscribed. The number of students the first year was one hundred and thirty-three, nearly double the number which the rooms could properly accommodate. The attendance increased the second year to two hundred and thirty-nine, and additional rooms were taken at No. 24 Pemberton Square. The third year the attendance was more than three hundred, and the school was so much crowded as to make its removal to more commodious quarters a necessity. The school is now located at No. 28 School Street. The number of students for 1876, the fourth year of the school, is four hundred and forty-two.

Classes are now pursuing studies in each of the four divisions of the course. In these first years of existence, the school cannot display the character of its courses of study, or the skill of its instructors, for its students come to commence the study of art, rather than to perfect their knowledge.

It is a great fact that an art-training school exists in this State, whose curriculum and aims are as thorough as those of any European school, the subjects of study being somewhat new; and that this school is limited in its success only by hindrances which time and the increasing value of skilled labor must inevitably remove.

The school is beginning to make its influence felt over a broad area, and every year must increase its influence. The school displayed at the Centennial Exhibition, at Philadelphia, a complete illustration of the subjects of study pursued in the school, during the four years' course in its four classes; and this formed a fitting climax to the full exhibition of industrial drawing as carried on in Massachusetts. This collection was largely visited at Philadelphia, where it was regarded as the only complete art-educational exhibit in the buildings. The Visitors, in their last report, say that the condition of the school is eminently satisfactory. A building adapted for all the different branches of study taught, is its greatest want.

The following is a complete list of the Visitors of the school :—

John D. Philbrick.	Phillips Brooks.	Gardiner G. Hubbard.
A. A. Miner.	Joseph White.	Henry Chapin.

Director of the School.

Walter Smith, State Director of Art-Education, Mass.

Professors.

Prof. William R. Ware.	Prof. S. Edward Warren.	Prof. C. D. Bray.
Prof. Lucas Baker.	Prof. Walter Smith.	

Instructors.

Mr. G. H. Bartlett,	Principal Instructor (Class A).
Miss R. L. Hoyt,	Assistant Instructor (Class A).
Mr. William Briggs,	Lecturer (Class A).
Miss Mary Carter,	Principal Instructor (Class B).
Miss Grace Carter,	Assistant Instructor (Class B).
Mr. Otto Fuchs,	Principal Instructor (Class C).
Prof. W. R. Ware,	Lecturer (Class C).
Prof. C. D. Bray,	Lecturer. (Class C).

[E.]

REPORT ON ACADEMIES.

By GEORGE A. WALTON, *Agent of the Board of Education.*

The preparation of a centennial report on the History and Work of Academies was originally intrusted to Rev. Charles Hammond of Monson, but a serious accident at his time of leisure incapacitated him for the labor, and finally the charge of making the necessary compilations was assigned to me.

A considerable amount of material was collected, and complete tables, with about fifty sketches, more or less extended, of the principal Academies were prepared. These, in an abbreviated form, I now place at your disposal.

Mr. Hammond has written three of the sketches of the prominent Academies,—Phillips, Lawrence (Groton), and Monson,—and rendered other important aid, not, I fear, without considerable personal inconvenience. With these, and as an appropriate introduction to the whole, I submit the exceedingly valuable paper of Mr. Hammond on New England Academies and Classical Schools, taken, by permission, from “Barnard’s Journal.”

The usual difficulties have been experienced in making these compilations, the chief of which, perhaps, was the want of experience in the compiler; the questions submitted to the persons immediately concerned were differently interpreted; the catalogue of the institution, the only response in some instances, has generally proved insufficient; many of the replies received have been, for various reasons, defective in some particulars; some have been long delayed; from some institutions no response has been received, while from some only the promise has yet come to hand; all of which has increased the correspondence, and in some instances multiplied the visits.

The various statistical matters relating to Academies and incorporated schools, whether in the Massachusetts Register, in the Report of the Commissioner of Education, in the Census Report, or in the returns of school committees presented in the reports of the Board,

full as they are in many particulars, have proved indefinite or incomplete, while some are evidently erroneous.

As a final resort in securing a list of Academies and some historical items, as the date of incorporation, the special Acts of the Legislature have been carefully examined, and a near approach to accuracy may be guaranteed; yet, should the report, even in these particulars, be absolutely free from errors, it would be a most gratifying surprise.

The various applications of the term Academy in the different authorities, account for many apparent discrepancies. To one, it includes all institutions which bear the name, as Academies of Music, of Science, etc.; to another, it rejects not only these, but all institutions even of secondary education, whatever their functions, which do not bear the name; to others, it includes almost the entire class of Private Schools, if not the College itself.

Classing all the schools as elementary, secondary, and superior, I have employed the term in a restricted sense. I am aware that many, probably the large majority, of students in the Academies pursue their studies without reference to a collegiate education, and many to the entire neglect of the classics. I am aware that the sciences are a prime necessity to the existence of the Academy, aside from its special function, and that in most the sciences with the mathematics employ the great part of the teaching force, and that in many the sciences and special studies not demanded for admission to College are pursued with the utmost vigor. Notwithstanding this, I have employed the term Academy as uniformly denoting an incorporated and generally an endowed school of secondary education, a special function of which is instruction in the classics and fitting for College.

The compilation of the matter and the preparation of the report have afforded me great satisfaction, through the courtesy shown and the ready response given in general to my inquiries; and through the conviction constantly forced upon the mind, that one spirit animates all our educational institutions, and that the Academy has been and is still to be an important factor in providing equal education for all. In the study of the interesting history of the Academies, one cannot fail to feel that the founders and guardians of this class of institutions, with the long line of cultured and devoted men and women who have occupied the various chairs of instruction, have been actuated by the highest principles of philanthropy and patriotism.

And I am sure it is no affectation in me to express the wish that the record of their elevated purposes and noble, self-sacrificing labors had been intrusted to abler hands than mine.

TABLE I.—STATISTICS OF ACADEMIES.

The following list includes the principal Academies which are in more or less active operation at the present time (Jan. 1, 1877),¹ with the date of incorporation and opening, the names of the present principals, the means of support, and the number of students and graduates :—

NAME.	Location.	Incorporated.	Opened.	Present Principal.	MEANS OF SUPPORT.		Value of Real Estate.	Value of the Productive Funds.	Value of Libraries, Apparatus, etc.	Total Assets.	NO. OF GRADUATES.		Present No. belonging.
					From Productive Funds.	From Tuition.					For Year.	From Organization.	
Latin School, . . .	Boston (Highlands).	1670,	1645,	Wm. C. Collar, A. M., . .	\$12,500	-	-	\$250,000	-	-	2103	2464	128
Eliot School, . . .	Boston (Jamalca Plain).	1690,	1691,	D. S. Smalley, A. M., . .	-	-	\$10,000	60,000	\$300	\$70,300	8	-	24
Phillips, . . .	Andover, .	1780,	1778,	Rev. Cecil F. P. Bancroft, A. M., Ph. D.	6,052	\$9,622	125,000	95,000	6,000	226,000	33	3,000 ⁵	201
Dummer, . . .	So. Byfield, .	1782,	1763,	Rev. Ebenezer G. Parsons, A. M.	1,200	300	12,000	12,000	600	12,600	23	-	50
Leicester, . . .	Leicester, .	1784,	1784,	D. N. Putney, . . .	1,900	1,700	20,000	29,500	1,000	40,500	-	400	55
Derby, . . .	Hingham, .	1784,	1785,	Nathan H. Dole, A. M., .	1,900	418	5,000	30,325	-	35,325	-	-	40
Ipswich Grammar School, ¹	Ipswich, .	1787,	1636,	(Suspended), . . .	-	-	-	-	-	-	-	-	-
Bristol, . . .	Taunton, .	1792,	1796,	Arthur Driver, . . .	-	1,800	-	12,000	-	-	33	-	60
Westford, . . .	Westford, .	1793,	1792,	Wm. E. Frost, A. M., . .	1,600	850	6,000	28,000	300	34,300	6	-	47
Westfield, ¹ . . .	Westfield, .	1793,	1800,	(Suspended), . . .	-	-	-	60,000	-	-	-	-	-
Lawrence, . . .	Groton, . .	1793,	-	James Fletcher, A. M., .	-	-	35,000	38,000	-	-	-	-	108
New Salem, . . .	New Salem, .	1795,	1795,	F. E. Stratton, A. M., .	605	800	10,700	6,750	350	17,450	223	-	42
Deerfield, . . .	Deerfield, .	1797,	1799,	Edgar R. Downs, A. B., .	1,050	-	3,500	14,400	100	18,900	-	-	30

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Bridgewater, ¹	1799,	(Suspended),	-	\$11,000	\$2,500	\$300	\$13,800	-	-
Bradford Female Seminary, ⁶	1803,	Miss Annie E. Johnson,	-	\$5,453	15,000	5,500	105,500	-	332
Monson,	1804,	Rev. Charles Hammond, A. M.,	-	2,363	25,500	5,000	50,500	-	550 ³
Friends',	1812,	John Tetlow, A. M.,	-	7,350	3,000	1,000	29,000	4	51
Hopkins,	1816,	W. W. Mitchell, A. M.,	-	-	30,031	300	34,765	-	34
Nichols,	1819,	Marcellus Coggan, A. M.,	-	600	-	400	-	15 ³	90
Merrimac,	1822,	(Suspended, 1875), ⁷	-	-	-	-	-	-	-
Wesleyan,	1824,	Rev. Nathaniel Fellows, A. M.,	-	10,200	-	20,849	153,390	28	800 ² } 1,500 }
Adams Classical,	1826,	Wm. R. Dimmock, LL. D.,	-	11,500	-	-	-	28	150
Hopkins School,	1827,	Wm. F. Bradbury, A. M.,	-	-	53,847	-	-	8	123
Coffin School,	1827,	Edmund B. Fox,	-	800	45,000	1,000	58,000	6	98
Ipswich Female Seminary, ⁶	1828,	Rev. John P. Cowles, Mrs. Junice C. Cowles.	-	-	-	-	-	-	300
Abbot Female Seminary,	1828,	Miss Philena McKeen,	-	25,000	-	500	-	12	218
Partridge,	1829,	Edward W. Wright, A. M.,	-	2,000	25,520	-	-	-	49
Hanover,	1829,	J. C. Knight, A. M.,	-	850	4,000	300	6,500	-	35
Warren,	1830,	L. S. Burbank, A. M.,	-	3,000	20,000	2,000	34,000	8	45
Dukes,	1833,	-	-	540	8,300	150	14,150	-	40
Worcester Academy,	1834,	Nathan Leavenworth, A. B.,	-	3,300	2,200	1,500	137,000	10	63
Lawrence,	1835,	Lueian Hunt, A. M.,	-	700	540	100	15,100	5	30
Pease,	1835,	George H. Coffin,	-	750	11,000	-	-	1 ³	50
Mt. Holyoke Female Sem., ⁸	1836,	Miss Julia E. Ward,	-	2,734	30,640	10,000 ¹⁰	330,640	-	288
Wheaton Female Seminary,	1837,	Mrs. Caroline C. Metcalf,	-	5,500	200,000 ¹¹	3,000 ¹⁰	300,000	-	122

¹ A few which are not in active operation are included on account of their historic interest.

² Average.

³ Fitted for college.

⁴ No record previous to 1846.

⁵ Estimate.

⁶ Suspended fall of 1876.

⁷ Temporarily.

⁸ See sketch.

⁹ With board.

¹⁰ Volumes.

¹¹ Assured.

TABLE I.—STATISTICS OF ACADEMIES—Continued.

N A M E.	Location.	Incorporated.	Opened.	Present Principal.	MEANS OF SUPPORT.		Value of Real Estate.	Value of the Productive Funds.	Value of Libraries, Apparatus, etc.	Total Assets.	NO. OF GRADUATES.		Present No. belonging.
					From Productive Funds.	From Tuition.					Per Year.	From Organization.	
Putnam Free, . . .	Newburyport,	1838,	1848,	A. H. Thompson, A. M., .	-	-	\$40,000	\$41,316	\$1,000	\$82,316	1 ¹	-	109
Williston, . . .	Easthampton, .	1841,	1841,	Rev. James M. Whiton, Ph. D.,	-	\$12,000	150,000	700,000 ²	28,000	878,000	130 ³	1,149	214
Maplewood, . . .	Pittsfield, .	1849,	1841,	Rev. Ch. V. Spear, A. M., .	-	-	50,000	-	7,000	57,000	5 ²	304	73
Punchard Free, . . .	Andover, .	1851,	1856,	Wm. G. Goldsmith, A. M., .	\$4,500	-	40,000	75,000	4,000	119,000	18 ⁴	134	74
Lasell Seminary for Young Women.	Auburndale, .	1851,	1851,	Charles C. Bragdon, A. M., .	-	23,000 ⁵	63,000	-	500	63,500	4	149	75
Oread, . . .	Worcester, .	1851,	1848,	H. R. Greene, A. M., .	-	4,000	60,000	-	3,000	63,000	5 ³	250	53
Howe's, . . .	BillERICA, .	1852,	1852,	Samuel Tucker, A. M., .	1,262	222	7,000	21,500	100	28,600	415 ¹	30	37
English and Classical Sch ¹ ,	West Newton,	1855,	1854,	Nathaniel T. Allen, . . .	-	21,000 ⁵	25,000	-	3,000	28,000	410 ¹	50	75
Hitchcock Grammar School,	Brimfield, .	1855,	1855,	E. W. Norwood, A. M., .	-	-	15,000	75,000	1,000	91,000	7 ³ 4 ¹	36 ²	118
South Berkshire Institute, .	New Marlboro',	1856,	1856,	- - -	-	3,000	30,000	-	500	30,500	4 ¹	-	50
Waltham New Church Sch ¹ ,	Waltham, .	1857,	1860,	Benjamin Worcester, . .	500	3,000	20,000	8,000	-	28,000	13 ³	-	65
Power's Institute, . . .	Barnardston, .	1857,	1857,	A. J. Sanborn, A. M., .	1,200	1,000	10,000	10,000	500	20,500	-	-	135
Pratt Free, . . .	Middleboro', .	1865,	1865,	T. W. Tilton, . . .	-	-	5,000	27,000	500 ⁷	32,000	-	-	54
Cushing, . . .	Ashburnham, .	1865,	1875,	Edwin Pierce, A. M., .	6,500	2,000	95,000	100,000	2,000	197,000	-	-	90
St. Mark's School, . . .	Southborough,	1865,	1865,	Rev. J. I. T. Coolidge, D. D.,	90	24,000 ⁵	30,000	1,200	100	31,300	3 ¹	-	51
Dean, . . .	Franklin, .	1865,	1865,	Rev. Jas. P. Weston, D. D., .	11,000	3,950	175,000	150,000	2,000	331,000	9 ²	84	140

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	1 Fitted for college.	2 Assured.	3 Average.	4 Total.	5 With board.	6 Since 1871.	7 Volumes.
Prospect Hill (Female),	Greenfield,	1868,	Miss Sabia Wright,	.	\$2,100	\$25,000	-
		1869,		.	-	200	\$25,200
Barstow School,	Mattapoisett,	1870,	Caleb Slade,	.	\$658	\$8,552	-
		1870,		.	4	3,500	12,052
Smith,	Hatfield,	1871,	Wildor B. Harding, A. M.,	.	600	30,000	32 ¹
		1871,		.	1,900	20,000	5
Savin,	Sherborn,	1871,	Edward A. H. Allen, C. E.,	.	12,508	25,000	9
		1874,		.	-	10,000	31
Chauncy Hall,	Boston,	1874,	Thomas Cushing, A. M., Wm. H. Ladd,	.	1,250 ⁵	110,000	261
Deerfield Academy and Dickinson High School,	Deerfield,	1875,	(Not opened),	.	4,000	70,000	3200 ¹
				.	-	-	-

TABLE II.—STATISTICS OF ACADEMIES.

A few of the following list of Academies have a history which would richly repay the labor of an extended sketch; of some, the existence was but temporary, of others, fitful and ephemeral, while of many it was simply nominal; but all were favored with a special Act of incorporation and authority to hold in trust, *for the purposes of education*, sums varying from \$5,000 to \$100,000, not often, however, exceeding \$20,000.

NAME.	Location.	Incorporated.	NAME.	Location.	Incorporated.
Williamstown Free,	Williamstown, .	1785	Sherburne, . .	Sherburne, . .	1828
Marblehead, ¹ * .	Marblehead, .	1792	Topsfield, . .	Topsfield, . .	1828
Plymouth, . .	Plymouth, . .	1793	Haverhill, . .	Haverhill, . .	1828
Milton, ¹ . . .	Milton, . . .	1798	Milford, . . .	Milford, . . .	1828
Framingham, ¹ *	Framingham, .	1799	Weymouth & Braintree.	Weymouth, .	1828
Nantucket, ¹ . .	Nantucket, . .	1801	Stockbridge,* . .	Stockbridge, .	1828
Berkshire, ¹ * . .	Lenox, . . .	1803	Ipswich, ² . . .	Ipswich, . . .	1828
Franklin, . . .	Andover (No.), .	1803	Lancaster, . . .	Lancaster, . .	1828
Sandwich, ¹ * . .	Sandwich, . . .	1804	Sheldon English and Classical,*	Southampton, .	1829
Lynn,	Lynn,	1805	Round Hill, . . .	Northampton, .	1829
Day's,*	Wrentham, . . .	1806	Berkshire Man. Lab. High School.	Stockbridge, .	1829
Middlesex Female, .	Concord, . . .	1806	Chatham,	Chatham, . . .	1829
Pittsfield Female, .	Pittsfield, . . .	1807	Northfield Academy of Useful Knowledge,*	Northfield, . .	1829
Gram. Sch'l Fund, .	Lincoln, . . .	1811	Gates,	Marlborough, .	1829
Newburyport,* . .	Newburyport, .	1807	Woodbridge School,	South Hadley, .	1830
Salem Street, . . .	Boston,	1816	Newton Female, .	Newton,	1830
Amherst, ¹	Amherst,	1816	Mt. Pleasant Classical Institute.	Amherst,	1831
Kingston,	Kingston, . . .	1816	Boxford,	Boxford,	1831
Billerica,	Billerica, . . .	1820	Female Seminary, .	Springfield, .	1831
Sanderson,	Ashfield,	1821	Egremont,	Egremont, . . .	1832
Lexington,	Lexington, . . .	1822	Pawtucket,	Pawtucket, . . .	1832
Seminary (Fem.), .	Brookfield, . . .	1826	Fellenberg,	Greenfield, . . .	1832
South Reading, . .	Wakefield, . . .	1828	Millbury,*	Millbury,	1832
Williamstown, . . .	Williamstown, .	1828	Worcester Female Seminary.	Worcester, . . .	1832
Greenfield Young Ladies.	Greenfield, . . .	1828	Lynn,	Lynn,	1832

¹ Half township of land granted.² Corporate name of Fem. Sem., Table I.

* These, and probably several others of the above list, have become merged in High Schools; nearly all the others have ceased as Academies, or never have had an existence.

TABLE II.—Continued.

NAME.	Location.	Incorporated.	NAME.	Location.	Incorporated.
Dorchester, . .	Dorchester, .	1832	Washington, . .	Needham, . .	1841
Charlestown Female Seminary.	Charlestown, .	1833	Truro, . . .	Truro, . . .	1841
Goodale, . . .	Bernardston, .	1833	Hopkinton High,*	Hopkinton, .	1841
Boston Fem. Sem.,	Boston, . . .	1833	Drury,* . . .	North Adams, .	1841
Westminster, . .	Westminster, .	1833	South Yarmouth,*	Yarmouth, . .	1843
Central Village, .	Draeut, . . .	1833	Greenfield Institute for Young Ladies.	Greenfield, . .	1843
Belvidere Fem. Sem.,	Draeut, . . .	1833	Ireland, . . .	West Springfield,	1844
Edgartown,* . .	Edgartown, .	1833	Winchendon, . .	Winchendon, .	1845
Lamson,* . . .	Shelburne Falls,	1833	Pine Grove, . .	Harwich, . . .	1846
Franklin County, .	Shelburne, . .	1833	Lowell, . . .	Lowell, . . .	1846
Randolph, . . .	Randolph, . .	1833	Lee,* . . .	Lee, . . .	1847
Fuller, . . .	Newton, . . .	1833	Adelphian, . .	N. Bridgewater, .	1847
Wilberforce Manufacturing, &c.	N. Bridgewater, .	1834	Shelburne Falls, .	Shelburne, . .	1847
Berkshire Manual Labor High Sch'l.	Pittsfield, . .	1834	Lancaster,* . .	Lancaster, . .	1847
Northampton Female Seminary.	Northampton, .	1835	Westminster, . .	Westminster, .	1847
Belmont Institute, .	Boston, . . .	1835	Hinsdale,* . .	Hinsdale, . . .	1848
Beverly, . . .	Beverly, . . .	1835	Quaboag, . . .	Warren, . . .	1850
Middlesex High Sch'l,	Cambridge, . .	1835	Hollis Institute, .	South Braintree,	1851
Winnisimmet, . .	Chelsea, . . .	1835	Mount Hollis,* .	Holliston, . . .	1852
Sedgwick Young Ladies.	Jamaica Plain, .	1836	Myricksville, . .	Taunton, . . .	1853
Belchertown Classical School.*	Belchertown, .	1836	Conway,* . . .	Conway, . . .	1853
Amherst Female Seminary.	Amherst, . . .	1836	Ladies Collegiate Institute.	Amherst, . . .	1854
East Bridgewater, .	E. Bridgewater, .	1837	Rutland, . . .	Rutland, . . .	1854
Mountain Seminary,	Worthington, .	1837	Riverside, . . .	Newton, . . .	1854
New Eng. Christian,	Beverly, . . .	1837	Jubilee Hill, . .	Pittsfield, . . .	1855
Rochester, . . .	Rochester, . .	1837	Titicut, . . .	Middleborough, .	1856
New England, . .	Cohasset, . . .	1838	Arms, . . .	Shelburne Falls,	1860
Townsend Female, .	West Townsend,	1839	Howard Funds, .	W. Bridgewater,	1868
Sheffield,* . . .	Sheffield, . . .	1840	Holyrood, . . .	Lowell, . . .	1868
Ashby, . . .	Ashby, . . .	1840	Amesbury and Salisbury.	Amesbury, . . .	1869
Pepperell,* . . .	Pepperell, . .	1841	Wellesley Female Seminary.	Wellesley, . . .	1870
Great Barrington, .	Gt. Barrington, .	1841	Thayer, . . .	Braintree, . . .	1873

* See note, page 180.

NEW ENGLAND ACADEMIES AND CLASSICAL SCHOOLS.

[By Rev. CHARLES HAMMOND, A. M., Principal of Academy, Monson.]

Recent events have directed attention to that class of schools known as Academies, and suggested the importance of studying their history as related to classical and what is called higher English education. The erection and dedication of a splendid edifice for the use of Phillips Academy at Andover reminds us of the long-continued usefulness of that institution as a classical school. Within a few years the biography of the founder of that institution, Judge Phillips, has been written by the Rev. John L. Taylor, a work of the greatest value in the help it gives to those who wish to understand the motives which led to the establishment of the Academies at Andover and Exeter.

The history of Leicester Academy, by Ex-Governor Washburn, now professor of law in Harvard College, is a most valuable contribution to the history of the classical schools of New England. The address of Professor Cleveland, at the centennial celebration of Dummer Academy, recently published, suggests the antiquity of some of the oldest and best of New England Academies, while it is a most worthy tribute to the patrons and teachers of sound learning in former days.

The Academies of this country belong to that grade of schools often called in Europe by the general term, middle schools. On the Continent they are often called gymnasia, or classical drill schools, where boys are prepared for the Universities. In England they are called "the Great Public Schools," as Harrow, Rugby, Eton and Westminster. Those of less note are called simply Grammar Schools, which is their most ancient appellation. In Scotland they are called Grammar Schools and sometimes High Schools, of which the High School at Edinburgh is one of the best, having been founded as early at least as 1519. We have from that year continuous references to the High School in the records of the town council.* Stevens, in his history of the Edinburgh High School, says that "Scotland had schools in her principal towns so early as the twelfth century."

The "Grammar Schools" first established in the Massachusetts, Connecticut and New Haven colonies, were evidently modelled, as near as possible, after the Grammar or Public Schools of England, with which the founders of the colonies were perfectly familiar, inasmuch as they had been educated in them as well as in the English Universities, of which many of them were distinguished graduates.

* 1519, April 11. The quibllk day, provest baillies and counsall stututis and ordanis, for reasonabel causis, that na maner of nychtbouris nor indwellers within this burt, put their bairinis till ony particulare scule within this toun, but to the principale gramer scule. 1531, March 19. Maister Adam Melvil of the hie scule oblist him to mak the bairnys perfyte gramariaris within thrie zeires. (See Stevens' History of High School of Edinburgh.)

It is not necessary to dwell very particularly on the "Public or Foundation Schools of England," which served as the model of the first classical schools of this country.*

In their attempts to transplant the English system of Grammar Schools as a part of their earliest institutions, our fathers did not succeed in their efforts to give them the *endowments*, which had been the ground of their inherent vitality in the fatherland, and caused them to be, for ages before America was discovered, what they have been truly called, "the most English institutions of England."

The Puritans were too poor to endow their institutions, even their first College, with other than a most meagre foundation. They have left on record their ideals of what they attempted in their great enterprise of founding a new commonwealth, and among them all none is of greater interest than what they themselves called their first *essays* to establish Colleges and Classical Schools.

Unable at first to plant a College, they did the next best thing possible. "A general court held at Boston† advanced a *small sum* (and it was a day of *small* things), namely, four hundred pounds, by way of essay towards the building of something to begin a college." In this "something," before it became a College, the notorious Nathaniel Eaton was master, whom Mather berates as "a blade who marvellously deceived the expectations of good men concerning him." Yet "he was a rare scholar himself, and made many more such; but their education truly was in the school of Tyrannus."

There is no doubt that the "Grammar Schools" at Boston, Dorchester, Cambridge, New Haven, Salem, Hartford, and a few other places, were in the first generation good schools. Mather has given us their course of study for boys in training for "ye universitie." "When scholars had so far profited at the Grammar Schools that they could read any classical author into English and readily make and speak true Latin, and write it in verse as well as in prose, and perfectly decline the paradigms of nouns and verbs in the Greek tongue, they were judged capable of admission to Harvard College."‡ This standard of "admission" speaks well for the early scholarship of the College, as well as of its preparatory schools. It may be doubted whether the standard of classical attainments, on the whole, was not higher then at Harvard than it has been in any American College since.

It is certain that good scholars of that day could both make and speak "true Latin," the language which learned men of the time used with the ease and fluency of their own vernacular. The first civilians

* See Barnard's Journal, vol. vii., p. 17-40; vol. viii., p. 257; vol. xv., p. 81-117.

† Mather's Magnalia, book iv., section 4.

‡ Mather's Magnalia, vol. ii., book iv., section 4.

and ministers of New England, the Winthrops and Winslow, Robinson, Cotton, Ward, Rogers and Chauncey were excellent scholars, and some of them authors of distinguished repute. Norton, Shephard, Eliot and Symmes were graduates of Cambridge, and Davenport of Oxford; and most of them were the contemporaries of John Milton, the great classic scholar of his own century and the great poet of all the centuries. At no period before or since, in the history of English literature, were the ancient classics more eagerly and extensively studied than in the days of the Puritan emigration to America. The great questions of controversy in ecclesiastical and civil affairs were discussed by the master-minds of the time in the Latin tongue, as, for instance, the conflict of Milton with Salmasius,

"In liberty's defence, a noble task,
Of which all Europe rang from side to side."

Those great men wrote in Latin, not for a few scholars only, but that all the thinking, well-educated men of the world might read and understand.

In the great strifes of the first and second English revolutions, no class of men in Christendom were more interested than were the early colonists of New England. When we read, then, of their anxious fears lest the learning, which the first generation of scholars brought with them to these shores, should be buried with them in their own graves, we may better understand what that learning was they prized so much, when we know the uses to which it was applied in their own times, and why they deemed it so essential that that same learning should live after them in all ages of the future.

The dread of the early Puritans as to the decline of learning in the colonies came near to actual realization, notwithstanding their earnest attempts to prevent this calamity. For nearly three generations one college only could be sustained, and this was chiefly through the legacy of the Rev. John Harvard, who died soon after his arrival from England, where he had not long before graduated at Emanuel College in Cambridge. When Yale was founded in 1700, its chief benefactor was Governor Yale, who was a resident of London, and acquired his fortune in India during his administration as governor of the East India Company. So, too, when Dartmouth was founded, near the era of the Revolution, its chief patron was an English nobleman. If, then, the colleges of the colonial period of our history were able to live only by benefactions which came chiefly from a foreign land, how could it be expected that the Grammar Schools could retain the rank they might have had under Master Cheever and other teachers of the first generation?

Perhaps no greater efforts were made to sustain a good "Grammar

- School" or "Free" School, in which "Latin, Greek and Hebrew" were taught so as to fit young men for "ye universitie," than in the colony of New Haven, which, in point of wealth, was equal at least to any other in New England. Rev. John Davenport, minister of New Haven, "the prince of preachers, and fit to be a preacher to princes," was unremitting in his labors to establish "a Free" School, for the support of which "the town paid twenty pounds a year to Mr. Ezekiel Cheever for two or three years at first, but in August, 1644, it was enlarged to thirty pounds a year and so continueth." Master Cheever was one of the first emigrants to New Haven, where he began his long service as a Grammar School teacher in 1638, in which he continued for nearly seventy years, ending his career as the master of the Latin School in Boston, where he died in 1708. He used his own "Latin Accidence" for successive generations, and long after his death it was the only "text-book" for Latin beginners in New England.*

When Master Cheever left New Haven, in 1649, to go to Ipswich, the Grammar School declined, and although every effort was made to retrieve its fortunes, it never regained its earliest renown under its first and most famous teacher.

Not long afterwards Mr. Davenport tried "to settle at New Haven a small colledg such as the day of small things will permitt," but for that measure the fulness of time had not yet come. Having urged in vain the leading towns of the colony to maintain each a Grammar School of their own, he then planned "a colony school" for the entire jurisdiction. But this, after two years, was "laid down," and never taken up again.

It was at this time of greatest discouragement that the donations of Governor Hopkins were made for the endowment of classical schools in Hartford, New Haven, Hadley and Cambridge. No benefaction for a good cause was ever more opportunely given. The "true intent" of his legacy was well expressed in the words of his will, "to give encouragement in those foreign plantations for the breeding up of hopeful youths, both at the grammar school and college, for the public service of the country in future times." It was well that the avails of the Hopkins donations accrued chiefly to the benefit of the Grammar Schools, which received his endowments. It thus became possible for a classic school, formed after the English Grammar School, to be planted on American soil and to take deep root, nourished, as the English schools were, with ample endowments, and to bear fruit perennially to the latest generations. Whatever fate might befall the Grammar Schools of other towns planted by the Puritans, it was a consolation to Davenport and his fellow-trustees of the

* Cheever and the Early Free Grammar Schools of New England, I. 297; XVI. 102.

Hopkins endowments, that one school, at least, in each of the leading colonies, could be maintained, in which "the three languages, Latine, Greeke, and Hebrew, might be taught soe far as was necessary to prepare youth for colledge." Though the Hopkins donations made it possible to establish Grammar Schools at a few important localities, yet classic culture did not readily thrive, and those precious funds were in danger of perversion, even in New Haven, under the trusteeship of Davenport, who was the only man that could have saved them. For the people were so poor even in that colony, which was more wealthy than the others, and the public mind was so distracted by the political questions, resulting in the union of New Haven Colony with Connecticut, that but little attention was given to the interests of education for the time. Hence, public sentiment at first tolerated the use of the funds for an English school. Indeed, teachers of the classics were so scarce, that no fit master could be found except for an English school, and hardly for that. "The fittest that could be found was George Pardee, who was willing to do what he was able, but told the town frankly that he had lost much of what learning he formerly attained." He however "undertook to teach Englishe and to carry on the scholars in Lattine as far as he could; also to learn them to write." It was then that Mr. Davenport performed "one of the last and most useful public services" to the town of New Haven, by protesting, as he was required to do according to the "will of the dead," against the longer misapplication of the avails of the Hopkins fund contrary to the intent of the donor, and declared it to be his purpose to transfer the fund to some other town, if the use of it was not made for a proper grammar school. This intimidation had the desired effect; and as soon as possible the school was established according to the true intent of its founder. "The advantage of this single effort in favor of liberal education," says Prof. Kingsley,* "cannot be easily estimated." One of its results was the great number of young men sent to Harvard College from the single town of New Haven, being one in thirty of all the graduates of that college prior to 1700, and that, too, from a town not having more than five hundred inhabitants at any time during that period.

The endowments at Hartford and Hadley were far less fortunate. The people of those towns used those funds for a long period to maintain schools of no higher grade than a common English school. "The Hopkins School at Hartford seems to have been the only Public School of any sort for the first century of its existence."† In 1797, the town

* See Kingsley's Historical Discourse, page 92.

† See Rev. L. W. Bacon's Address at the Two Hundredth Anniversary of the Hopkins Grammar School at New Haven, page 65. [Mr. Bacon is mistaken as to his surmise of there having been no other school at Hartford.—H. B.]

of Hartford sought a charter of incorporation and surrendered its control of the Hopkins fund to a self-perpetuative board of trustees, under whose management the funds were greatly increased, and a classical school of a high order was maintained on the ancient foundation, according to the will of the donor. So, too, the Hadley Grammar School became an Academy after the town had controlled and perverted the use of the Hopkins fund from 1669 to 1816. Under the new organization, a contest soon arose between the town and the Academy, which at last was decided by the supreme court of Massachusetts in 1833, when Judge Shaw held that the devise of Governor Hopkins was made, not for founding a town school for the exclusive benefit of the inhabitants of Hadley only, but for all the persons in that (then) newly settled part of the country, who desired to avail themselves of a Grammar School, adapted to instruct and qualify pupils for the University.*

If one of our distinguished divines has said, that "barbarism is the first danger" of modern civilization in America, it was surely a fearful peril, when Hopkins and Davenport tried to withstand it. It was their glory that they laid the foundations of the State aright. They could not be expected to do much more than this, which was their destined work. The day of small things, as they called their own cherished plans and institutions, was really a day of great events in their relations to the distant future. They earnestly labored to prevent the decline of learning, which continued till after the Revolution. But they could not build up vigorous institutions of liberal culture in the wilderness in a single generation, such as Europe possessed as the fruit of centuries of civilization. They had only one learned profession, that of divinity, and chiefly for the sake of this, Harvard and Yale were founded.

The profession of the teacher was indeed recognized in the first generation as a distinct calling, and had been so regarded time out of mind in the fatherland. But the early graduates of Harvard and Yale, who could have been the successors of Cheever, found "his occupation gone," and thus they were forced to enter the ministry as their only vocation. Fortunately, the duty of teaching the classics was regarded as one of their proper functions, and as the ministers were the only class in the community who had leisure for study and books, there were found a few in every generation who guarded well this precious trust of education, and furnished in this way most of the candidates for admission to college, and thus their own profession was preserved. And yet in this profession, the standard of classical attainments was lamentably low, even so late as the beginning of the

* See L. W. Bacon's Address, page 65.

present century.* Most abundant evidence of this fact appears in the history of education.

Near the middle of the last century, there were indications of the coming of a better day. Here and there were persons found of broad and comprehensive culture, who were in correspondence and close sympathy with the leading minds of the fatherland, and who fully realized the transcendent value of the long-established seats of good learning there. On the other hand, such men as Doddridge and Watts and Bishop Berkeley were deeply interested in the intellectual advancement of the American colonies, as is proved by their benefactions to Harvard and Yale.

In 1746, Samuel Moody graduated at Harvard College, and commenced his career as a classical teacher in the York Grammar School, in the province of Maine. Since the days of Cheever, who had then been dead nearly forty years, no teacher had appeared of equal celebrity. The school he taught was the only public school in town, yet he made it famous as the resort of scholars who afterwards became distinguished. One of the number was Joseph Willard, afterwards president of Harvard College and the best Greek scholar of his day.†

In 1763, the Dummer School at Byfield, in Newbury, the oldest of the New England Academies, was founded, and Samuel Moody was its first master. This event marks a new era in the history of classical education in this country. For the first twenty years of its history it was called the "Dummer School," and its teacher was called "Master," a title which, as the accomplished historian of Dummer Academy has well observed, is still thought good enough for the president of a college in Oxford and Cambridge."‡ Dummer School, under the administration of Master Moody, was the best type of an English grammar school that had existed on American soil since the days of Ezekiel Cheever. It was placed by the founder under the control of the town or parish committee, who were to manage its funds, and had the power of appointing, but not of removing the master, whose tenure of office was for life unless the overseers of Harvard College should judge the incumbent "immoral or incompetent."

For nineteen years, Master Moody managed the school according to his discretion, the trustees under the will "doing nothing and having nothing to do." During that period, he prepared for college some of the most eminent men of their times, among whom were President Webber, Professors Pierson and Tappan of Harvard, and Prof. John

* See a letter of the late Judge Story, in the memoirs of Dr. Channing, relating to the studies of Harvard College during the times when those eminent men were undergraduates.

† See Cleveland's Centennial Address, page 20.

‡ See Cleveland's Address, page 22.

Smith of Dartmouth; also Chief Justices Parsons and Sewall, Rufus King, William Prescott, Nathaniel Gorham, and Samuel Phillips, the founder of the Academy at Andover. The fact that these and other distinguished men of the last century most gratefully honored the Byfield preceptor so long as they lived, proved the personal excellence and power of their instructor.

There is no doubt that the long and successful career of Master Moody at Byfield led to the establishment, near the close of the Revolution, of the Phillips Academies at Andover and Exeter and of Leicester. Each of these schools originated as foundation schools established by eminent civilians, but differing from the Hopkins and the Dummer schools in granting no special advantage to the towns in which they were located. This feature was one which distinguished the Academy from the ancient Grammar School, which generally seems to have been local so far as to favor specially the town or precinct where it was established, though the children of neighboring towns were admitted, generally at a higher rate of tuition. This was the case at Dummer and at the Hopkins schools, though, as it appears from the decision of Chief Justice Shaw in the case of *Hadley vs. Hopkins Academy* already referred to, that the benefactions of Governor Hopkins were not to be restricted to a single locality. He made "New England his heir."

The Phillips foundations were called "free," and in that respect they were like those of the first Grammar Schools in New England and those of the fatherland. It has been most unwarrantably assumed that a *free* school was one in which the tuition was gratuitous; but in this sense not even the common English rudimental schools of the first generation were free, for though supported in part by public appropriations, yet the parents of the children provided also a part of the tuition in nearly all the schools of every grade.

Not many years ago the claim was set up, that the tuition at Andover Phillips Academy should be gratuitous, on the ground that the school was declared to be "free" in the constitution of the founder. But it was proved that such could not be the meaning of the term "free," since, as early as the first year of the history of the school, it appeared that tuition was paid by the pupils in accordance with a rule established by the consent of the founder himself.

But if the Academies of New England were not free, in the sense of affording gratuitous privileges, as the meaning of the term now is, when applied in such phrases, as "free churches," "free seats," "free libraries," and "free schools," they were most truly free in the sense of being open to all alike, without respect of race, rank, or sect, or residence, and were therefore as broad in their domain of influence and usefulness as the world itself. They were free to all comers from

places near and distant, even from foreign lands. They were free in their allowance of equal privileges to all on the same conditions, while the schools and universities of England were nearly all exclusive, a condition of admission being that the candidate must belong to some particular church, or society, or guild. The earliest educational system of the Puritans were free from all such conditions and limitations.

But they did not consider that school privileges should be conferred on the young as an entire gratuity ; and hence, in the earliest school laws, while it was made the duty of towns under penalties to establish Common Schools, it was left discretionary with the towns as to the special method of supporting the schools, a part of the expense of tuition always being defrayed by the pupil. The endowments of Colleges and Academies were designed to cheapen the tuition so as to render it possible for all to enter by payment of moderate tuition fees, inasmuch as a school of a high grade, when wholly supported by tuition, must be beyond the reach of all classes except those of abundant wealth. Hence it is, that all Colleges and schools of a high grade in this and other lands are eleemosynary institutions, the rich and the poor meeting together on the same charitable foundations. The prejudice that prevails in some quarters, on the ground that endowed schools are designed for the rich, and that institutions supported by public taxation are for the special benefit of the poor, is wholly groundless, since the history of the endowed schools of every grade in England and in the United States, shows that the policy of providing for the poor, or those of inadequate means of liberal education, was the end or design of this class of schools ; while on the other hand, if the schools depended alone on the public for support, the disbursements would be so meagre, that the quality of education in all the higher departments of learning would be so low, as to be worthless to the possessor and useless to the State.

But we are inclined to the opinion, that the original designation of the term *free*, as applied to the ancient Grammar Schools of England and this country, did not have respect either to the cost or to any conditional restriction of the privileges of learning to any class or sect, but to the nature and tendencies of learning in its effects on the mind of the scholar and on the state of society. The Classical Schools in ancient times were called *free*, for the same reason that the education obtained in them has always been called *liberal*, from the old Latin designation, *libera schola*, the word having reference to the results, not to the methods, of education, as tending to liberalize and refine the human mind, and especially as giving enlargement of views and freedom from the dominion of unreal prejudices and the phantoms of superstition.

It is most certain, that this sense of the word free, accorded per-

fectly with the ultimate aims of the patrons of liberal learning, who, at the close of the American Revolution were moved to establish that class of middle schools called Academies, under a constitution or system of government, on the same plan as that of Colleges and Universities, and yet more directly popular in their influence, serving the same uses for the entire population which were furnished by the Grammar Schools to a few favored localities.

It is worthy of special consideration that the motives of the founders of Phillips Academy at Andover and Exeter, and at Leicester, had respect to the advantage not of any one location, but of the entire public. Indeed, the charters of the first Academies nearly all contained express provisions to prevent localization, by requiring a majority of the trustees to be non-residents of the place where such institutions were located; while in the charter of Phillips Academy at Andover the liberty of removal to any other town in the State was granted whenever, in the judgment of the trustees, the public good might require a change of location. Colonel Crafts of Sturbridge, the founder of Leicester Academy, at one time contemplated the location of the school in his own town; but finally chose Leicester as the seat of the new seminary, in view of considerations wholly irrespective of the special advantages which one town rather than another might receive.

It is worthy of notice also, in this connection, that those Academies in New England, which had their origin in the intent to subserve the good of the public at large have always had a continued and unfailing patronage, while those which were established to serve the special wants of a particular locality, have failed of constant prosperity by reason of their narrow and restrictive policy.

It is a question of some interest, as related to the special design of Academies, why they were called by that somewhat ambitious appellation. It is certain, that its use as applied to a class of strictly middle schools is peculiar to the United States. In Europe, the word Academy has long been applied to associations of learned men, who are proficient, not novices, in the arts and sciences; and thus used, the term approximates to its classic meaning, as the name of a place of resort for philosophers, not tyros in knowledge, in which the gravest themes in morals and politics were the subjects of discussion.

In England, the word Academy has long been applied to schools under the patronage of the Dissenters. Excluded from the Universities and the ancient Grammar Schools, which were all under the control of the Established Church, the Dissenters, as soon as they were allowed to do so by the famous "Act of Toleration," built meeting-houses and schools for their exclusive use, especially for the training of ministers. These schools were both classical and professional, and in that respect they were quite similar to the Colleges of New England, Harvard and

Yale, the great design of which was to train up ministers, the only profession deemed of much consequence during the first three or four generations of the colonial period.

How early the word Academy was used by the English Dissenters we cannot now determine, but we find the earliest suggestion of this term as an appellation for a Classical School "for boys between the ages of twelve and one-and-twenty," in John Milton's famous "Tractate on Education," addressed to Samuel Hartlib.*

In this plan of an "Academy," Milton says it should be "big enough to lodge one hundred and fifty persons all under the government of one head-master, who shall be thought of desert sufficient and ability either to do all or wisely to direct and oversee it done. This place should be at once both school and university, not needing a remove to any other house or scholarship except it be to some peculiar college of law or physic where they mean to be practitioners."

In the range of studies for Milton's plan of a school, the classics were not ignored, though he was in favor of what is sometimes called practical learning. He would have the sciences taught as the *subject-matter* of instruction, but by means of classic authors as far as possible. Indeed, his course of study in the classics is more extensive than has ever prevailed in any American College, and this course he recommended for boys between one-and-twenty. So, too, his notions about exercise, by means of gymnastics and military drills, were coincident with what are now deemed novelties, though as old as Greek culture in its best days.

No doubt the views of Milton had an influence with the English Nonconformists, when they were allowed to have schools of their own, which, in their several grades, served for them the place of the Grammar Schools and Universities from which, down to our day, they have been utterly excluded.

And some of the Puritan seminaries attained a wide celebrity a century before schools under the same appellation were known in America. There was a noted Academy at Kibworth in Leicestershire, at which Doddridge entered in 1718, and under the tuition of Mr. John Jennings received his classical and theological education.

Another celebrated Academy was at Northampton, over which Doddridge himself long presided. There was an Academy at London, under the tutorship of Mr. Thomas Rowe, where Dr. Isaac Watts was educated, whose influence as a theologian with the ministers in New England in the last century was hardly less than it was in England.

We may be sure, then, that the schools of the English Independents would be regarded with favor in this country, being identical in aim

* Milton's *Tractate* in Amer. Jour. of Ed., Vol. II., 178.

with the leading seminaries of this country, for the Colleges, Harvard and Yale, until the beginning of the present century, made it their great aim to provide the churches with what was called a learned ministry, though the standard of classical learning in these, then the highest American seminaries, was low enough to exempt them altogether from the imputation of having followed the example of the English Universities in their excessive devotion to classical learning. The history of what little learning has existed in America, will show clearly that so long as Puritanism was predominant in the schools of New England, the views, which prevailed in England or in Continental Europe as to the methods of education, were not blindly followed.

When the system of middle schools was originated by Judge Phillips, during the time of the American Revolution, though he adopted the appellation belonging to the schools of the English Dissenters, he did not imitate them in their plan of study, nor was their policy restricted to a particular system of administration. Milton's plan of a "school and college" blended together, was discarded.

The Academy was made strictly subordinate to the College and preparatory thereto in its range of studies, while one of its great objects was to supplement and extend the means of popular instruction. The first founders of Academies were men of the most enlarged and liberal policy, and regarded all grades of schools, in their mutual relations and interdependencies, as alike needful for the public good. The politician had not then been born who had thought of instituting comparisons as to the relative importance of institutions which were alike essential to the glory of the Commonwealth.

The impulse of a few minds, like Judge Phillips and Colonel Crafts, to establish a new order of middle schools for the benefit of the whole people, was soon responded to by the public sentiment of Massachusetts. In 1789, the most important revision of the school laws was made, with a view to equalize and extend the benefits of Common School instruction.

The school district system then established had for its object the welfare of every precinct and hamlet in the land. This measure, though energetically denounced by some modern educational functionaries, was approved universally at the time of its adoption. With the new impulse given to the elementary schools, the Academies were found to cooperate. For this reason, doubtless, the State of Massachusetts, in 1797, included the Academies already incorporated into her system of public instruction, and provided for their support by liberal endowments. The State patronage was given in grants of land in the province of Maine.

It does not appear that the founders of Phillips Academy or of Leicester expected, at first, any aid from the State. In asking for

charters, they sought only the rights and privileges of legal existence. But so marked was the beneficial influence of these new seminaries, that seven of the fifteen, which had been incorporated prior to 1797, had received donations of Maine land. Of these seven, Leicester, Marblehead and Taunton were in Massachusetts, and Fryeburg, Machias, Hallowell and Berwick were in the province.

In 1797, other Academies in Massachusetts petitioned for endowments, and, in consequence, the Legislature appointed a joint special committee to consider not only the petitions then presented, but to devise a plan of public policy respecting future appropriations in behalf of incorporated Academies.

The joint committee thus appointed, consisted of men of high standing and ability in the State, among whom was Nathan Dane of Beverly, who was the reputed author of the report made to the Legislature. This report was deemed of such importance that it was ordered to be printed with the laws of the session of that year. Nathan Dane had become distinguished in Congress as the author of the famous ordinance of 1787, by which slavery was prohibited forever from the North-West territory. Mr. Webster, in his speech on Foot's Resolution, honored Mr. Dane as one of the noblest of Massachusetts statesmen.

Living at Beverly, in the vicinity of Dummer Academy, and knowing, as he must, the influence of that school on all the local schools of Essex County, Mr. Dane could appreciate fully the benefits of Academies everywhere, and hence he was desirous to extend such benefits to the entire population of Massachusetts and its then dependent province.

In the same way, Leicester had attracted general attention as a radiant light set upon a hill which could not be hid. Indeed, there was not a town in the central and southern sections of Worcester County which did not derive important advantages from that institution, especially in the strong and abiding influence of such teachers as Ebenezer Adams, on the character of great numbers, who themselves became teachers in the Common Schools.

The report of Mr. Dane recommended a general system of State endowments under certain provisions and restrictions, or conditions, the most important of which were, "that no Academy should be encouraged by the government unless it have a neighborhood to support it, of at least thirty to forty thousand inhabitants, not already accommodated in any other manner by other Academies, or by any College or school answering the purpose of an Academy." Another condition of aid was, "that every portion of the Commonwealth ought to be equally entitled to grants of state lands in aid of private donations"; and thirdly, "that no grant of state lands should be made except in aid of

permanent funds given by towns, or by individuals. Hence, previous to receiving aid from the State, evidence was required to show that adequate funds were already secured to erect and repair buildings, to provide apparatus, and to pay a part of the salary of the preceptors."

In adopting this report as a part of the educational policy of the State, not only Massachusetts immediately bestowed her endowments on the Academies already existing, but in accordance with the suggestions of the report of Mr. Dane, provision was made for those parts of the State where as yet no Academy was located, in order to induce the people to establish such institutions, and thus receive the patronage of the State if they complied with the conditions.

In a report made to the Massachusetts House of Representatives in 1859, the Hon. Charles W. Upham, chairman of the Joint Committee of Education, said, concerning the report of Mr. Dane, that the following principles were established in 1797, as determining the relations of Academies to the Commonwealth, viz.: "They were to be regarded in many respects and to a considerable extent as Public Schools, as a part of an organized system of public and universal education, as opening the way for all the people to a higher order of instruction than the Common Schools can supply; and that they were to be distributed as nearly as might be, so as to accommodate the different districts or localities of the State, according to the measure of the population."

In the same report, Mr. Upham also says, "that no Academy endowed by a town or a State is a Private School. Academies are all to a certain extent Public Schools, established as such upon a legalized basis of public policy."

This fact is important, as going to refute the argument against Academies, that, as being chartered institutions, they are legally Private Schools, and cannot claim the sympathy which Public Schools receive. If Academies and Colleges are private in a strictly legal sense, because under the charge of corporators, yet are they public in the sense that they are not chartered for any personal or local ends, but only and altogether for the public service.

As well might a prejudice exist against railroads, as less worthy of popular regard than common roads, seeing that the former are controlled by chartered corporations and are in a legal sense private, while common roads are public because supported by a municipal corporation which is public in a legal sense. But corporations existing solely for public uses, as boards of trust both for Colleges and Academies, are as much entitled to the popular sympathy as those directly supported by a public tax; and those boards having charge of trust funds which are eleemosynary in their character, as all educational endowments are, really deserve greater public sympathy than appropriations made directly from the public treasury.

A seminary of learning, whether of the highest grade as a College, or of the middle class, which has a universal domain of patronage, must be under the supervision of overseers who represent not any local constituency but the public at large.

The plan of a large constituency of thirty or forty thousand inhabitants, as the condition of state patronage, shows that in the original design of Academies greater responsibilities were intrusted to its guardians than any local corporation could properly assume. And for that reason the boards of trust for the best Academies have been constituted on the same basis as that of Colleges, consisting of two classes of men, one composed of persons of business capacity and knowledge of public affairs and finance, and the other of men of liberal culture, who understand the value of sound learning, the utility of all grades of schools and their mutual relations, and the best methods and systems of intellectual training. As members of these boards of trust, teachers of the oldest and best Academies have also favored the cause of sound learning with special service. As in all Colleges without exception, the offices of trustee and president or head-master are not found to be incompatible, so at Andover, Exeter, Leicester, Wilbraham, and Williston the preceptor has always been *ex officio* a trustee.*

The plan of a large constituency, as recommended by Mr. Dane and approved as a part of the educational policy of the State of Massachusetts, is especially worthy of consideration as implying the high rank which the endowed Academies were designed to occupy. The special design of the State, in giving what at that time must be deemed a very liberal endowment to the first incorporated Academies, was to extend to all the country towns privileges of education equal to those which the largest cities of the land at that time afforded.

The fathers of New England had solemnly imposed the duty of maintaining Grammar Schools of a high order in all important towns and cities, but this obligation was not met. With few exceptions, and those mostly the endowed schools, we have seen the reluctance of the people of Massachusetts to maintain a school suitable to fit boys for "ye universitie." Indeed, it is not certain that any locality in that State, save Boston, has constantly complied with this provision of the ancient statutes.

But the plan of endowed Academies aimed to establish in each county of the State such a school as might bring within the reach of one day's travel, by the ancient modes of conveyance, to all the youth of the State desirous of attending, advantages fully equal to those of the best schools of Boston. The founding of Academies on a basis at

* The historian of Dummer Academy, Professor N. Cleveland, has stated the advantages of the connection of the preceptor with the board of trust with great clearness and force. See the Dummer Centennial Discourse, page 86.

once permanent and respectable, furnished settled employment and sure pay in the teacher's calling. Graduates of College, who had a natural gift for teaching, now had a field of service. To be sure, one teacher was amply sufficient, at first, for each Academy; for if a College like Yale could be conducted by a faculty of a president and three tutors, it might be presumed that the principal of an Academy needed no assistant. But this state of things belonged, as geologists say, to the paleontological era of education. And yet some of these first teachers of Academies, who labored single-handed and alone, were men of deserved repute in their calling. No teachers of our time are likely to secure greater respect from their contemporaries, than did Master Moody of Dummer, Benjamin Abbott of Exeter, Eliphalet Pierson and John Adams of Andover, Caleb Butler of Groton, Ebenezer Adams of Leicester, and Simeon Colton of Monson. Than these preceptors in their respective Academies, no Grammar School of any populous city could furnish better candidates for the University, or better train young men and young ladies also for the useful callings and occupations of life.

In former times, and more especially in our days, there must be great inequality of educational advantages in different localities, for there is, and must be always, a great inequality in the means and conditions of the people in different parts of the State. Wealth concentrates in cities, and brings with it every facility of instruction, in all grades of local schools. But mental endowments and the capacity for knowledge are distributed in the town and city without partiality, the country having a larger proportion of those who excel in the schools than is found in the city.

No better proof is needed to show the value of the first established Academies, in their relation to popular uses, than the desire to multiply schools under that name in nearly all the important towns. This desire was prompted chiefly by the higher English education they furnished; making them, in all the towns where they were located, an important auxiliary to the elemental schools. Prompted by local enterprise, and aiming to secure the advantages which vicinity was supposed to give, schools called Academies sprung up in great numbers, having no endowments, without any other than a mere local policy, and with an irregular and intermittent existence; the patronage depending solely on the local popularity of the teacher.

In process of time, some of the older incorporated Academies, as Marblehead, Bristol, and Framingham, became local schools, and lost their former character as schools for the public at large.

As the wealth and population of the country increased, a demand was made for a higher grade of strictly local schools in all the larger towns, and for that reason the unendowed Academies generally and

very properly assumed the position and functions belonging now to the modern High School, which ought always to be supplementary to the Common School system.

Most unfortunately for the progress of popular education, some who have labored to extend the High School system in view of its transcendent utility, have assumed a position of antagonism to Academies, calling in question their policy, regarding their day of service as past, and advocating the substitution of High Schools in their place.

We most cordially sympathize with the expansion of the system of public instruction to the utmost limit of practical improvement. We fully recognize the advancement of popular education to that degree, that in many respects the local High Schools may be equal in rank to the condition and standing of the Academies in former days. But High Schools must, if they fulfil their proper design, be adapted to the wants of their localities, and meet the average standard which the people of each locality may have the ability and the will to reach. We care not how many such schools exist, or how high a rank of real excellence they may attain, for their object is to supplement the elemental schools, and their rank as *High* Schools is correlate to the lower grades in the public system of instruction to which they in common belong.

Of course it follows that the term High School is a very indefinite term, when regarded in its proper relation to the public system ; since the High Schools of Boston and Salem and Cambridge must be at the head of a greater number of grades than in the country, where only two, or at most three, grades can be introduced. And yet the average capacity of pupils in the cities must be met as well as those in the country, and the range of studies must not be so high as to render the school of no use to those for whose sake it is specially designed. It is the grade of schools everywhere, and not the name, that confers on them real rank.

Now, it is clearly beyond the proper province, as it is beyond the ability of nearly all the High Schools, conducted as they are or ought to be in these days, to fit boys for "ye universitie" as the ancient Grammar Schools might do ; since the standard of college education and of the preparatory schools is as much higher now than formerly, as is the rank of the best High Schools of our times above the elemental schools half a century ago.

Far better it is for the pupils who wish to prepare for College, and far more economical is it for the community, that the Academies should continue to do that work well, than that the High Schools should assume to do so great a work for so few in number, while the welfare of the great majority of their pupils is neglected.

In Boston and New York and large cities and towns, where

wealth is abundant and the gradation of the Public Schools is perfect, the highest in the series may be a school preparatory for the University; for such places can well afford the expense, although the proportion of city boys who prepare for College is not one-half as great as it is in the country, and in the country not more than one in a thousand of the boys belonging to the Public Schools ever go to College.

The Boston Latin School, the oldest Grammar School in the land, has always sustained the very first rank as a classical seminary. It has for a constituency, one of the largest and most enlightened of American cities. The wealth of that city is equal to nearly one-third of the entire valuation of the State of Massachusetts. The Latin School is the only classical seminary in that city sustained by public taxation. It has the best teachers which the highest salaries can procure, and all the advantages which the best instruction and the best discipline can give.

According to the Report of the Committee on the Latin School of Boston (Dr. N. B. Shurtleff, chairman) to the Boston School Committee, September, 1861, it appears that the average number prepared for College, for the ten years previous, at the Boston Latin School, was 16.8 per annum; and of these the average number of those received from the Public Schools was 7.7, while the number received from other schools was 9.1, making the whole number 16.8 as the annual average of this celebrated school, or seventy-seven who entered the school from the Public Schools of the city, and ninety-one from Private Schools. As to those who entered from Private Schools, amounting to more than half of the whole, it may be presumed that this great accession from schools not belonging to the public system must be due to the excellence of the Latin School, and the fact that its tuition is free to all residents of the city.

From the same report, it appears "that for the forty-six years previous to 1861, comprising the masterships of Gould, Leverett, Dillaway, Dixwell, and Gardner for ten years, the average number fitted for College was 12.56 per annum."

The report then asks, "Do not these figures show how eminently useful the Latin School has been in its highest vocation,—the production of classical scholars? During the last forty-six years, nearly six hundred young men from this school have been admitted to honorable standing in the several Universities and Colleges in New England.

Such is the claim of Dr. Shurtleff, in behalf of the Latin School of Boston, upon the sympathy and support of a city, the largest, the most populous, and the wealthiest in New England. She may justly be proud of this, the oldest Grammar School of the land, as the richest gem in her crown of honor as the Athens of America, the home of

noble scholars and princely merchants. Let her sustain this school, for she can well afford it, as a part of her system of public instruction, so often a matter of boast as the best in the United States, although from that system only seven and seven-tenths per annum of the graduating class of college candidates are received from the far-famed Public Schools of Boston. And yet this result, though put forth to the world by the Boston school committee as a matter of boasting, will be received with surprise as very small for a city whose population in 1861 was nearly 178,000, whose valuation for 1860 was \$312,000,000, in whose Public Schools there were 28,000 pupils in 1861, of which only one pupil in 3,636 was fitted for "ye universitie" in one year, in conformity with the ancient statutes.

Compare now, with this record, the results of classical training in the number of candidates for College annually sent forth from Phillips Academy at Andover.

We have only the statistics for the last twenty-eight years, the period of Dr. S. H. Taylor's preceptorship. We make no estimate of Dr. Pierson's administration, or his successors, Mark Newman, John Adams, Osgood Johnson, and others, who were at the head of the school for the sixty years previous to Dr. Taylor's accession. We refer not to the results of the English school always sustained at Phillips Academy, at which Wm. H. Wells and J. S. Eaton have been masters, nor to the Normal Seminary connected with Phillips Academy for many years, the first established in America. We refer only to the department of the classics from which, in the last ten years, 46.9 per annum have been fitted for College. In the previous eighteen years, the average number fitted was $25\frac{2}{3}$, and for the entire period of twenty-eight years, the average has been $33\frac{1}{4}$ per annum. This number does not include two hundred who advanced as far in their course of study as though the first or second term (three in a year) of the last year's course of study, more than half of whom were pretty nearly fitted for Colleges and others within two terms of study.

Thus, more than one thousand young men have been sent from Andover to the different Colleges, in a little more than a quarter of a century, by one eminent instructor. This one fact is enough to show the vitality of this institution as a power in the land. But the endowment on which all the departments of Phillips Academy rest as their basis, does not exceed \$75,000, while the funds at Exeter do not vary much from \$100,000.

But in these days, all the Colleges and nearly all Academies are no less schools of science than of the classics. All the best Colleges have scientific departments, and the Academies having the greatest patronage are furnished with instruction and apparatus for the preparation of young men for the higher scientific institutions. So extensive has

the routine of scientific studies become, that they cannot be pursued with profit unless in well-endowed institutions where a course of study is established and adhered to. Hence, in Williston Seminary, the amplest provision is made for this branch of studies, as well as the classical department. As these branches cannot be well taught without special teachers and expensive cabinets and apparatus of every kind, the best Academies have been furnished with facilities of teaching in these respects as the High Schools with few exceptions have not been.

But the Public Schools have endeavored not only to provide classical but scientific instruction also, in obedience to a popular demand for a class of studies deemed specially practical; and the consequence has been, that in many places the Public Schools have been overburdened with an excess of branches of study, while the branches essential as the foundation of real mental culture have been discarded. This course has diminished the real value of the Public Schools, which have thus been made subservient to the wants of a few, while the essential interests of the many are disregarded.

The attempt has been made to accomplish too *high* things in what are called High Schools. Not only is it proposed to fit boys for "ye universitie," without regard to the question whether they wish to be fitted or not, but to teach the outlines of nearly all the branches for each one of which a professorship is deemed a necessity in a decent College. But this is an impossibility, even in the best High Schools of our largest cities and towns, without ignoring the grand idea of what ought to be, if it is not, the policy of the local High Schools everywhere, that they are supplementary to the Common Schools, and are high in relation to them, and not in relation to the Universities; and that they should not therefore be considered, except in rare instances, as taking the place which middle schools must occupy as intermediate between the highest local schools and the Colleges, which is the proper sphere and function of the academical system.

The progress of popular education, so called, does not consist (as it is so often falsely assumed to consist) in introducing *high* studies, and a great many of them, into a school having only one or two teachers, and thus make it *high*. For no progress is so sure as this to make a school the lowest of the low, in all the essential uses and qualities of education. The old staples of instruction (reading, writing, and arithmetic and grammar) cannot be dispensed with in the popular schools; for their uses are grounded in the absolutely necessary wants of the youthful mind. Any system, then, which substitutes other studies for these, is one whose whole tendency is to deteriorate, not to elevate, the quality of education. We are not sure but that Latin may take the place of English grammar to some extent in the Public

Schools, but it must be solely as a disciplinary study to teach general grammar, and not with a view to a full classical course in the local schools of any grade of excellence. Indeed, we are not sure but that English grammar had better be discarded entirely, if in the course of Common School instruction it must be limited to only one or two terms, and then set aside as *finished*. And yet the text-books in that branch are as—

“Thick as autumnal leaves that strew the brooks
In Valombrosa;”

though they were all unwritten until late in the eighteenth century, when the countless progeny began to be.

How the literature of the Elizabethan age and Queen Anne's time, when Addison and his peers wrote the *Spectator*, could have existed, when such a branch as English grammar was unknown in any English or Grammar School, is a mystery for some modern Common School superintendent to solve. In this country arithmetic was taught in all the Common Schools without a text-book till after the Revolution, and geography was a study high enough to be a branch of College education; and yet these were the schools in which Washington and Franklin received all their elementary training. They were taught in school-houses not decent enough for an Irish shanty now, and yet Franklin, thus “fitted” for his calling, became such a master in philosophy and civil affairs as that he held the lightnings in his grasp and hurled tyrants from their thrones. How could he do all this, when in no Grammar School on earth had the merest elements of the natural sciences even been heard of? And yet he did not underrate the Grammar Schools of his native city, or decry, as modern sciolists do, the value of classical learning, or establish Franklin medals for some school of practical and naturalistic studies, to the detriment and discouragement of so-called *dead* languages and *dry* and “uninteresting” branches of study.

But the grand argument against the academical system of middle schools and against Colleges as well is, that pupils must not be domiciliated away from the supervision of parents and placed under the entire supervision of tutorial governors and teachers. It is assumed that there is “no place like home” for the higher gradations of mental culture as well as the lower. If all homes were places for intellectual development as good as we might conceive them to be, where the parents were themselves qualified in the best manner for the work of instruction and moral discipline, then it were well that home influences should predominate in every stage of intellectual growth. But the homes of the best and most learned men are not found to be thus adapted to the purposes of education. They lack both the power to

advise and direct in respect to the best methods, especially in all the higher departments of learning. Even if well-educated parents understand the value of learning, they may yet be ignorant of its processes and best methods, even while they enjoy its uses. Hence it is that liberally educated men, more than others, seek the best seats of learning for the education of their own children. They understand, as others do not, how that the local influences of home often tend to neutralize the best benefits, which the formative or transformative power of a College or Academy exerts on a young and wayward mind. Nor does the argument hold any better, though often urged, that the Public School system is any more in sympathy with the genius of our democratic institutions than the academical system in its middle or higher grades.

We do not deny that the Public School tends strongly to modify and remove those social distinctions, which it is the direct aim of home training, in many instances, to create and intensify. The boy of Beacon Street may recite his lesson in the Boston Latin School on the same seat with the boy of North Street; but the good influences of the morning session of each day, in obliterating factitious distinctions and creating good-fellowship, may not last longer than the dinner-hour, when all the power of home associations resumes its undiminished sway. It is not so in those schools, where the pupils come together from localities remote from each other, and from under the influence of social customs and notions most unlike. Here nothing is more common than to see the rich and the poor domiciliate together on grounds of perfect reciprocity, and forming the strongest fellowships in spite of antecedents of birth and position most diverse. If there can be found on earth a realization of that dream of politicians, a republic where there is a perfect equality of rights and privileges, and a perfect reciprocity of sympathy and social fellowship, independent absolutely of the distinctions of the outside world, that realization is a community of students in an American Academy or College.

In the home or local system of schools, the aim is really private education, and for ends more or less personal, though it be obtained at the public expense. In the academical or collegiate system of schools, the aim is a true public education, though it may be obtained by means legally private; that is, such as furnished by individuals or corporations.

The local system respects the parental will and dignity on the ground that, as parents, in their individual or social capacity, pay for the tuition of their children and appoint the teacher, they have a right to control all the methods and processes and influences of instruction; that is, they may say what shall and what shall not be taught. Such

a policy as this, for the period of childhood during the time of rudimental training, is obviously the very best for the vast majority of pupils, since, during the earliest stages of education, the parents, who are the natural protectors of their children, are generally competent to act for them in respect to their intellectual as well as their physical wants. As the great majority of the young can never go much beyond the rudiments of all useful learning, the Public School system is most obviously founded in the eternal verities of things. But the period of childhood and the training proper for that period has its natural range and limits, and these limits and the course proper for those limits cannot be essentially changed, so as to substitute therefor the studies and the discipline of maturer years. This principle will not fail to be regarded, if the idea of adolescence and full majority is admitted, which idea some educators seem to disregard, as do the Chinese and some parents nominally Christian also, since in their system of training the child is never of age till the parent dies, and not even then.

The recognition of the period of adolescence, in a system of education, demands a grade of schools in which the interest of the pupil in his own welfare is a consideration paramount to the parental will or dignity; and hence, although the parent may rightly control the course of the pupil so far as to direct the place of his education, yet, while in that place, the teacher stands in all respects *in loco parentis*, and the parent in all that pertains to the appropriate work of instruction and discipline never stands *in loco docentis*.

It is evident, therefore, that as the period of adolescence draws to its close, the aim of school training must more and more have a direct reference to the welfare of the pupil as the party mainly concerned; and less and less to that of the parent, except, indeed, so far as that, by sympathy and affection, he may regard the welfare of his child, at all times, as his own. But in the later stages of education, at the higher seminaries, the authority of home cannot predominate in opposition to the teacher's labor and influence. The students must be held in subjection by a power stronger than that of any home influence can ordinarily be. Such a power a vigorous seat of learning affords, and it meets the wants of subjective training at the period when its force is most efficient and most needed—

“To curb the fiery heart of youth.”

Such a power was exerted by Arnold at Rugby, and by Dr. Whewell, the Master of Trinity at Cambridge, recently deceased. Such a power have many teachers, both among the living and the dead, exercised in the Academic Schools of our own land,—a power which must forever

make our Academies and Colleges indispensable, since they supply those forces of strength which no family, or hamlet, or town, or city can furnish without their aid.

Every college graduate can understand, as others cannot, the peculiar advantages of mental development and of those executive qualities of the manly character, which come as the incidental results of a public education, and which the training of home or of any local school, however excellent it may be in other respects, rarely confers.

Hence the necessity of a public education for places of public service and for all kinds of civil and ecclesiastical duties, which require men of "large discourse" or liberal and comprehensive culture. Hence the necessity of Colleges and Universities, and hence, too, the need of having institutions which shall, in all their forces of moral and intellectual power, keep pace with the wants of our advancing American civilization, ultimately to be, in its maturity, the noblest in the world's history. We shall need Universities as much better than Oxford and Cambridge, as the destiny of American society is to be better and more powerful than that of England or any of the continental kingdoms and empires.

But as preliminary to their ultimate enlargement, and as a condition of their efficiency even in their present form, we need a system of middle schools having the same great ends of social advancement in view, and tending to the same results, which it is the object of our highest seminaries to accomplish.

The Universities of England and the Continent of Europe have for ages received all their annual accessions from the middle schools, in which the foundations of all sound education and training have been laid, the quality and degrees of which have been determined by the wisest of men, who have fully understood its uses as well as its processes and instruments. And the education obtained in the "great Public Schools" of England has exceeded, in the extent and value of classical training, that which the best American Colleges have furnished until within a recent period.

But the day has come when the Colleges of this country must embrace within their curriculum other studies than the elemental studies of a classical or scientific course. Four years are too few to include the multitude of studies which a general course of liberal culture must embrace as the limit of graduation. And a great share of the classical and mathematical studies of the first two years of the college course, as now arranged, could be better attended to in middle schools, under good teachers and with proper endowments and accommodations. The temptations to dissipation would be far less, and the standard of attainments far greater in studies, which, though pursued

in the College, are really and altogether elemental, when the rank of scholarship in the English and European Universities is considered.

So the middle schools are more desirable places than the College to lay the foundations of not scholarship only, but of the highest qualities of manly character. Dr. Arnold's influence was such as to shield his pupils with a moral panoply of protection against the folly and dissoluteness of university life, the occasion of utter ruin to so many young men in all the high seats of learning.

There is need, then, not only of the continued existence of the best Academies of New England, but of their great enlargement and improvement. They are needed to supply that lack of the best culture which the local schools of the rural sections of the country can never supply. They are needed as places of resort for training the best minds of both the city and country under certain influences, which few purely local schools can have under the best of circumstances. They are needed to prepare for the Colleges the best material to make good scholarship, much of which is found among the hill towns of New England, though they may be as rough as Mount Helicon, on whose slopes the muses did not deign the less to dwell because they were wild and barren.

We need them, that the proper work of all the local schools, both of the city and country, may not be interfered with, in the vain attempt to make them answer for uses and purposes not belonging to their proper design, in educating the whole mass of the popular mind to the highest possible average of attainment at the public expense. The duty of sustaining the local schools, in all their grades, will be met by the American people, and the local schools will have attained their limit of perfection, not when they shall attempt to fit one out of a thousand boys, as he ought to be to enter College, but to educate the nine hundred and ninety-nine, who cannot and ought not to go to College, in the best possible manner, for, not the learned professions, but for the not less honorable callings, which society demands shall be filled by well-educated and good citizens. It is perhaps enough that the State confine itself to this great work, the education of the people, by improving to their utmost capacity the local schools of every grade.

With respect to Colleges and middle schools, it is perhaps all that we can expect, if we demand the kindly regard of the State and such scanty appropriations as can be afforded. For the history of the higher education of society shows, that, in all ages of modern civilization, at least, Universities and classical schools have had to depend on the enlightened liberality of a few noble and generous benefactors. All the Colleges and Universities of England and the Continent, all

the Colleges of this country, the oldest and the youngest, all the important Academies and professional schools, are monuments of *private* liberality, supported chiefly by the endowments of those who, blessed by Providence with wealth, have left it, as a legacy of perennial good, for the successive generations of men, who, as they receive the benefit of their benefactions, will revere and bless their memory with "perpetual benedictions."

Massachusetts Policy of Incorporated Academies.

The earliest schools in Massachusetts, technically known as Free, Grammar, or Town Schools, imparted secondary as well as elementary instruction; but the needs of families not residing within towns on which such schools were made obligatory by law, led to the establishment of a class of institutions known as Academies, the public policy of which is set forth in the following document:—

"At the general court of the Commonwealth of Massachusetts, held on the twenty-fifth day of January, 1797,

"ORDERED, That the secretary be, and he hereby is, directed to cause the report of a committee of both houses on the subject of grants of land to sundry academies within this Commonwealth, to be printed with the resolves which shall pass the general court at the present session.

"*And be it further ordered*, That the grants of land specified in said report shall be made to the trustees of any association within the respective counties mentioned in said report, where there is no academy at present instituted, who shall first make application to the general court for that purpose: *provided*, they produce evidence that the sum required in said report is secured to the use of such institution: and *provided*, that the place contemplated for the situation of the academy be approved of by the legislature."

"*Report on the Subject of Academies at Large. February 27, 1797.*—The committee of both houses, to whom was referred the subject of academies at large, and also sundry petitions for grants of public lands to particular academies, having accordingly considered the subject on general principles, and likewise the several petitions referred to them, submit the following report:—

"On a general view of this subject, the committee are of opinion that the system hitherto pursued, of endowing academies with state lands, ought to be continued, but with several material alterations; first, that no academy (at least not already erected) ought to be encouraged by government unless it have a neighborhood to support it of at least thirty or forty thousand inhabitants, not accommodated in any manner by any other academies, by any college or school answering the purpose of an academy; secondly, that every such portion of the Commonwealth ought to be considered as equally entitled to grants of state lands to these institutions, in aid of private donations; and thirdly, that no state lands ought to be granted to any

academy but in aid of permanent funds, secured by towns and individual donors; and therefore, previous to any such grant of state lands, evidence ought to be produced that such funds are legally secured, at least adequate to erect and repair the necessary buildings, to support the corporation, to procure and preserve such apparatus and books as may be necessary, and to pay a part of the salaries of the preceptors.

"In attending to the particular cases, the committee find that fifteen academies have already been incorporated in this Commonwealth; also Derby School, which serves all the general purposes of an academy, but that the academy at Marblehead probably will only serve the purposes of a town school. And the committee are of opinion that the three colleges established and endowed by the State and private donors, will serve many of the purposes of academies in their respective neighborhood, so that if four or five academies more shall be allowed in those parts of the Commonwealth where they may be most wanted, there will be one academy to every 25,000 inhabitants, and probably, therefore, they must struggle with many difficulties until the wealth and population of the State shall be very considerably increased; for however useful colleges and academies may be for many purposes, yet it is very obvious that the great body of the people will and must educate their children in town district schools, where they can be boarded or supported by their parents.

"The committee find that of the fifteen academies already incorporated, seven of them have had grants of state lands,—that at Fryeburgh of 15,000 acres, and the other six, at Machias, Hallowell, Berwick, Marblehead, Taunton, and Leicester, one township each. To extend this plan of a township to each academy to those academies already allowed, and to those which from local circumstances may be justly claimed, would require the grants of twelve or thirteen townships more. The committee think this number too large, and therefore propose half a township of six miles square, of the unappropriated lands in the district of Maine, to be granted to each academy having secured to it the private funds of towns and individual donors before described, to be laid out or assigned (with the usual reservations) by the committee for the sale of eastern lands.

"Of the eight academies already incorporated and not endowed by the Commonwealth, part appear to have been endowed by towns and individuals; and as to part, no satisfactory evidence is produced of such endowments.

"It appears that Dummer's Academy, in Newbury, has legally secured to it a permanent fund for its support, by a private donor, to the amount of \$6,000; that Phillips Academy, in Andover, has a fund something large, secured in like manner; and that each of these academies was established in a proper situation.

"It appears that the academies in Groton and Westford are about seven miles apart, both in the county of Middlesex, and with a neighborhood perhaps not so adequate as could be wished to the support of two; that each of them has received the donations of towns and individuals to the amount of about \$2,500, and that each of them is now much embarrassed for want of funds, but both of these academies have been incorporated and coun-

tenanced by the legislature, and must be considered as fully adequate for the county of Middlesex.

“On the whole, the committee propose an immediate grant of half a township of the description aforesaid to each of these four academies. As to the academies at Portland, Westfield, and New Salem, and in the county of Plymouth, the committee propose that half a township, of the description aforesaid, be granted to each of them: *provided*, each of them shall, within three years, produce evidence that there is a permanent fund legally secured to each by town or individual donors, to the amount of \$3,000, and that the Act establishing an academy in the town of Plymouth be repealed, and an Act be passed establishing an academy in the county of Plymouth, on the principles of the petition from that county; and that half a township of land be granted to each of the counties of Barnstable, Nantucket, Norfolk, and Dukes County, and Hancock, for the purpose of an academy: *provided*, they shall, within three years, severally furnish evidence that funds are secured by towns or individual donors to the amount of \$3,000, for the support of each of the said academies.”

The Joint Standing Committee on Education (Hon. Charles W. Upham, chairman), in a report dated March 30, 1859,—after reciting the above report, as proceeding from a committee “composed of leading and experienced men, of whom Nathan Dane of Beverly was one,” —“and as published by the General Court, containing most decisive and emphatic annunciation of the policy of the State,”—remark:—

“The following principles appear to have been established, as determining the relations of academies to the Commonwealth. They were to be regarded as in many respects, and to a considerable extent, public schools; as a part of an organized system of public and universal education; as opening the way, for all the people, to a higher order of instruction than the common schools can supply, and as a complement to them, towns, as well as the Commonwealth, were to share, with individuals, the character of founders, or legal visitors of them. They were to be distributed, as nearly as might be, so as to accommodate the different districts or localities of the State, according to a measure of population; that is, 25,000 individuals. In this way, they were to be placed within the reach of the whole people, and their advantages secured, as equally and effective as possible, for the common benefit.”

LATIN SCHOOL, BOSTON HIGHLANDS.

[From catalogue and items furnished by WM. C. COLLAR, Head Master.]

The Roxbury Latin School, of Roxbury, Boston Highlands, is an endowed free school, to which are admitted applicants residing in Boston, who are ten years of age, and who possess the requisite qualifications of scholarship:—

1. To read English fluently, to know the parts of speech, to be able to analyze a simple sentence, and to spell common words.

2. To know the commonest facts of Mathematical and Physical Geography, to draw outline maps of North America and Europe, with their most important physical features and political divisions, and to have a general knowledge of the geography of the United States.

3. Practical facility in working the first four rules of Arithmetic, and the elements of Fractions or Compound Denominate Numbers.

4. Facility in writing legibly from dictation.

Candidates for admission must present a certificate of good moral character from the principal of the school last attended.

No boy over fifteen years of age is admitted to the lowest class, unless it appears by his examination that he is qualified to enter a higher class in English studies.

The following is the course of study:—

Sixth Class.

FALL TERM.—*Latin*: Grammar and exercises. *Mathematics*: Written and mental arithmetic. *English Language*: English grammar, reading, exercises in elocution, poems learned, spelling, writing from dictation. *Other Studies*: Botany, writing, drawing.

WINTER TERM.—*Latin*: Grammar, reader, exercises. *Mathematics*: Written and mental arithmetic. *English Language*: English grammar, reading, exercises in elocution, selections from Longfellow, poems learned, spelling, writing from dictation. *Other Studies*: Modern geography, writing, drawing.

SPRING TERM.—*Latin*: Reader, Viri Romæ, exercises. *English Language*: English grammar, selections from Whittier, reading, poems learned, spelling, writing from dictation. *Other Studies*: Botany, modern geography, writing, drawing.

Fifth Class.

FALL TERM.—*Latin*: Viri Romæ, writing Latin. *French*: Grammar and reading. *Mathematics*: Arithmetic. *English Language and Literature*: Hawthorne, True Stories; poems learned, spelling, writing from dictation. *Other Studies*: Modern geography, drawing, writing, Roman history.

WINTER TERM.—*Latin*: Phædrus and Nepos, writing Latin. *French*: Grammar and reading. *Mathematics*: Geometry, oral lessons. *English Language and Literature*: Hawthorne, Wonder Books; spelling, writing from dictation. *Other Studies*: Ancient geography, drawing, writing, Roman history.

SPRING TERM.—*Latin*: Nepos, writing Latin. *French*: Grammar and reading. *Mathematics*: Arithmetic. *English Language and Literature*: Macaulay,

Lays of Ancient Rome; spelling, writing from dictation. *Other Studies*: Botany, drawing, writing.

Fourth Class.

FALL TERM.—*Latin*: Cæsar, De Bello Gallico; writing Latin. *French*: Grammar and reading. *Mathematics*: Algebra. *English Language and Literature*: Scott, Lady of the Lake; spelling, writing from dictation. *Other Studies*: Grecian history, drawing, writing.

WINTER TERM.—*Latin*: Cæsar, De Bello Gallico; writing Latin. *French*: Grammar and reading. *Mathematics*: Algebra. *English Language and Literature*: Scott, spelling, writing from dictation. *Other Studies*: Drawing, writing.

SPRING TERM.—*Latin*: Ovid, Metamorphoses. *French*: Grammar and reading. *Mathematics*: Algebra. *English Language and Literature*: Scott, spelling, writing from dictation. *Other Studies*: Botany, drawing, writing.

Third Class.

FALL TERM.—*Latin*: Ovid, Metamorphoses; Cicero, extracts; writing Latin. *French*: Reading. *Mathematics*: Algebra. *English Language and Literature*: Irving, Life of Goldsmith. *Other Studies*: Grecian history.

WINTER TERM.—*Latin*: Cicero, extracts; Sallust, De Catilinæ Conjurazione; writing Latin. *French*: Reading. *Mathematics*: Algebra. *English Language and Literature*: Goldsmith, The Deserted Village, etc. *Other Studies*: Grecian and Roman history.

SPRING TERM.—*Latin*: Cicero, In Catilinam. *French*: Reading. *Mathematics*: Arithmetic. *English Language and Literature*: Addison, selections from the Spectator. *Other Studies*: Roman history.

Second Class.

FALL TERM.—*Latin*: Cicero, Orations; writing Latin. *Greek*: Grammar and exercises. *Mathematics*: Logarithms; Metric System. *English Language and Literature*: Tennyson, selections; Bacon, selection from essays. *Other Studies*: Physical geography.

WINTER TERM.—*Latin*: Cicero, Orations; Virgil, Æneid; writing Latin. *Greek*: Xenophon, Anabasis; writing Greek. *Mathematics*: Algebra. *English Language and Literature*: Shakespeare, Julius Cæsar. *Other Studies*: Grecian history.

SPRING TERM.—*Latin*: Virgil, Æneid. *Greek*: Xenophon, Anabasis; writing Greek. *Mathematics*: Reviews. *English Language and Literature*: Shakespeare, As You Like it. *Other Studies*: Botany; Roman history.

First Class.

FALL TERM.—*Latin*: Virgil, Æneid and Eclogues. *Greek*: Greek Reader; writing Greek. *Mathematics*: Geometry. *English Language and Literature*: English grammar; Shakespeare, Hamlet. *Other Studies*: History of the United States.

WINTER TERM.—*Latin*: Cicero, De Senectute. *Greek*: Greek Reader; writing Greek. *French*: Grammar and reading. *Mathematics*: Geometry. *English Language and Literature*: Milton, Comus, Lycidas, etc. *Other Studies*: English history.

SPRING TERM.—*Latin*: Reviews. *Greek*: Homer, Iliad; writing Greek. *Mathematics*: Geometry. *English Language and Literature*: Milton, Paradise Lost. *Other Studies*: English history.

Military drill and vocal music through the course. Declamations and essays monthly in the three upper classes.

Library, etc.—There is a small reference library and but very little apparatus except globes, wall-maps and microscopes.

Work Accomplished.—The school annually fits from four to sixteen boys for College.

A list of graduates from 1852 to 1875, in the catalogue for 1875-6, contains two hundred and forty-six names; this list is presumed to be quite incomplete, as no register of the school prior to 1846 has been found; since that time, a period of twenty-nine years, there have been one hundred and forty-seven graduates.

The government of the school is vested in a board of trustees, formerly called *jeoffees*.

Teachers.—The corps of teachers consist of a head master, a master, two sub-masters, an assistant, with an instructor in drawing and in military drill.

Past Teachers.

1650. Joseph Hansford.	1741. John Newman.
1665. Daniel Weld.	1743. Job Palmer.
1666. John Mighill.	1744. Elisha Savel.
1668. John Prudden.	1745. Daniel Foxcroft.
1673. John Howe.	1746. Edward Holyoke.
1674. Thomas Weld.	1747. Solomon Williams.
1680. Thomas Bernard.	1750. John Merriam.
1695. Joseph Greene.	1752. William Cushing.
1698. Andrew Gardiner.	1753. Joseph Coolidge.
1700. Benjamin Thompson.	1756. James Greateon.
1703. John Bowles.	1758. John Fairfield.
1705. William Williams.	1760. Joseph Warren.
1708. Timothy Ruggles.	1761. Ebenezer Williams.
1709. Ebenezer Williams.	1763. Benjamin Balch.
1712. Increase Walter.	1765. Samuel Parker.
1713. Robert Stanton.	1766. Oliver Whipple.
1714. Thomas Foxcraft.	1768. Increase Sumner.
1716. Ebenezer Pierpont.	1770. Samuel Cherry.
1718. Henry Wise.	1771. Ward Chipman.
1719. Richard Dana.	1772. Joseph Prince.
1722. Benjamin Ruggles.	773. John Eliot.
1723. Thomas Weld.	1774. Benjamin Balch.
1726. Ebenezer Pierpont.	1774. Joseph Williams.
1731. Joseph Mayhew.	1775. Thomas Marsh.
1733. David Goddard.	1776. Oliver Everett.
1734. Thomas Balch.	1777. Robert Williams.
1736. John Ballantine.	1779. Peter Clark.
1738. Stephen Fessenden.	1780. Thomas Williams.
1740. Nathaniel Sumner.	1781. John Prince.

1783. Abiel Heywood.	1814. L. Dam.
1789. William Emerson.	1818. Enos Stewart.
1791. Calvin Whiting.	1818. John F. Jenkins.
1792. Joseph Dana.	1819. Frederie Crafts.
1793. Charles Cutler.	1820. Charles Fox.
1794. James B. Howe.	1821. William Davis.
1795. Joseph Whitecomb.	1825. Richard G. Parker.
1796. James Bowers.	1828. F. S. Eastman.
1797. Joseph Warren.	1835. George Tower.
1798. Benjamin Rice.	1837. John H. Purkit.
1799. Thomas Bede.	1839. John Kebler.
1799. Stephen Longfellow, Jr.	1839. Daniel Leach.
1799. Luther Richardson.	1839. H. B. Wheelwright.
1800. William Pillsbury.	1841. B. H. Rhoades.
1800. Timothy Fuller.	1842. John D. Philbrick.
1801. Samuel Swett.	1844. B. A. Gould, Jr.
1801. Joseph Chickering.	1847. George Morrill.
1802. Nathaniel Prentiss.	1847. Charles Short.
1807. Samuel Newell.	1849. Edward L. Holmes.
1809. Moses Gill.	1851. T. P. C. Lane.
1811. Moses Hunt.	1853. R. C. Matealf.
1814. James Day.	
1853-1867,	A. H. Buck.
1860-1866,	Miss Elizabeth Weston.
1864-1865,	Solon Bancroft.
1867-1874,	Miss Marzette Helen Coburn.
1872-1873,	Miss Ellen Jane Collar.
1873-1875,	S. M. Macvane.
1874-1875.	Miss M. Gertrude Mead.
Present Principal,	Wm. C. Collar.

“Extracts from a History of ‘The Free Schoole of 1645 in Roxburie.’

“By C. K. DILLAWAY, Secretary of the Board of Trustees.

“‘The Free Schoole in Roxburie,’ now more generally known as the ‘Latin School,’* was founded in the middle of the seventeenth century, only fifteen years after the settlement of Boston and thirteen after that of Roxbury.

“The document of the earliest date in possession of the Trustees is the following agreement, beautifully written in ancient characters and dated ‘last of August, 1645.’

“‘Whereas, the Inhabitanτες of Roxburie, in consideration of their relligious care of posteritie, have taken into consideration how necessarie the education of theire children in Literature will be to fitt them for public service, both in Church and Commonwealthe, in succeeding ages. They therefore unanimously have consented and agreed to erect a free schoole in the said Towne of Roxburie, and to allow Twenty pounds per annum to the Schoolemaster, to bee raised out of the Messnages and part of the Lands of the severall

* Its corporate name is “The Grammar School in the easterly part of the Town of Roxbury.”

donors (Inhabitantes of the said Towne) in severall proportions as hereafter followeth under theire handles. And for the well ordering thereof they have chosen and elected seven Feoffees who shall have power to putt in or remove the Schoolemaster, to see to the well ordering of the schoole and schoolars, to receive and pay the said twenty pounds per annum to the Schoolemaster, and to dispose of any other gifte or giftes which hereafter may or shall be given for the advancement of learning and education of children.'

"And for the further ratification hereof the said donors become suitors to the General Court for the establishment hereof by their authority and power, always provided that none of the Inhabitantes of the said Towne of Roxburie that shall not joyne in this act with the rest of the Donors shall have any further benefit thereby than other strangers shall have who are no Inhabitantes.

"In witness whereof the said Donors aforesaid have hereunto subscribed their names and sommes given yearly the last day of August in the year of our Lord, 1645."

"[1646.] 'It is agreed by all those of the inhabitants of Roxbury as have or shall subscribe their names or marks to this book for themselves severally and for their respective heirs and executors, that not only their houses but their fields, orchards, gardens, outhouses and homesteads shall be and hereby are bound and made liable to and for the several sums and rents before and hereafter in this book mentioned to be paid by every of them. Dated this xxviii of December, 1646.'"

"[1668.] 'Know all men by these presents that Mr. Eliot, sen., William Park, Thomas Weld, John Boles, Robert Williams, Giles Payson, at present Feoffees in Roxberry, have covenanted and agreed with John Prudden to keep a schoole in y^e towne of Roxberry for y^e space of one full yeare, beginning on y^e sixth of March next ensuing y^e date hereof, but not longer except y^e said John Prudden see cause for to doe; provided he give a quarter's warning to y^e aforesaid feoffees y^t they may otherwise conveniently provide themselves with a schoolmaster; whereupon y^e said John Prudden doth promise and engage to use his best skill and endeavours, both by precept and example, *to instruct in all scholasticall, morall, and theologicall discipline*, the children (so far as they are or shall be capable) of those persons whose names are here under written, all A B C Darrians excepted.'"

"In consideration whereof y^e aforesayd feoffees (not enjoying nor letting y^e said Prudden from teaching any other children, provided y^e number thereof doe not hinder y^e profiting of the fore-named youth) doe promise and engage (for the due recompence of his labour) to allow y^e said John Prudden y^e full and just summe of twenty-five pounds: y^e one halfe to be payed on y^e 29 of September next ensuing the date hereof, and the other halfe on the 25 of March next ensuing, i. e. in y^e year (70), y^e said £25 to be payed by William Park and Robert Williams, their heirs and administrators at y^e upper-mills in Roxberry, three quarters in Indian Corne or Peas and y^e other fourth-part in Barley, all good and merchandable, at price currant in y^e countrey rate, at y^e days of payment.'

"[1671, 1672.] Mr. Thomas Bell deserves particular notice for the interest he manifested in the success of the free school. He was one of the early settlers in Roxbury, and subjected his estates to an annual tax for the support of the school. At his death, which occurred in London in 1671, it was found that he had bequeathed to it all his real estate of nearly 200 acres, in Roxbury. His will was made January 29, 1671, and probated in London, May 3, 1672.

"[1681.] Mr. Thomas Bernard 'entered upon the school July 22d, 1680. He says [in a letter to the trustees] :-

"Of inconveniences I shall instance in no other than that of the school-house, the confused and shattered and nastie posture that it is in, not fitting for to reside in; the glass broken, and thereupon very raw and cold, the floor very much broken and torn up to kindle fires, the hearth spoiled, the seats, some burnt and others out of kilter, so that one had as well nigh as goods keep school in a hog stie as in it."

“‘I thought it good to acquaint you with it, and would entreat to acquaint the rest of the Feoffees therewith.’
‘T. B.’”

“ [1728.] In a letter on file, Eben. Pierpont, schoolmaster, asks of the Feoffees if he shall receive scholars ‘before they can read tollerably well in their Psalters.’ The Feoffees answer that he ‘shall not be obliged to receive any children for his instruction . . . until such time as they can spell common easy English words either in the Primer or in the Psalter in some good measure.’

“ [1735.] ‘At a meeting of the Feoffees, ordered, that the parents or masters of each and every child sent to the said school shall either send with said child eight shilling in money or two feet of good wood, and in case they do neither, the master is hereby ordered to suffer no such children to have the benefit of the fire. Provided always that this order shall not extend to any child or children who shall be exempted by the Feoffees by reason of poverty or low circumstances of the parents or master; they applying to the Feoffees for the purpose.

Signed,

“Paul Dudley,
“John Bowles,
“Edward Sumner,
“Isaac Williams,
“Shubael Low,
“Eben’r Dorr.”

“ [1760.] ‘Then the Feoffees agreed with Mr. Joseph Warren* to take the school for one quarter of a year.’”

“There is on file an autograph letter of Mr. Joseph Warren, dated ‘Boston, Decem., 1761,’ stating a balance of his salary due him, ‘by payment of it to my mother, or order, you will greatly oblige,

“‘Gentlemen, your H. servant, Joseph Warren.’”

“On the next page is the receipt of his mother, dated ‘Roxbury, Decem. 18th, 1761,’ and signed,

Mary Warren.”

“ [1770.] On file is a list of names of scholars, with their studies.†

“‘Roxbury School, 1770.’”

Scholars—Latin,	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	9
Cypherers,	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	20
Writers,	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	17
Testament,	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	10
Psalter,	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	10
Spellers,	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	19
																			85

“ [1773.] Receipt on file:—

“‘Roxbury, April 8, 1773.

“‘Received of Colo. Williams, of the Feoffees of the Grammar School, a *Bag of Coppers*, weight, *thirty-four pounds*, in part of my salary for the year current, the same being by estimation £4 13 4, lawful money, and for which I am to be accountable.”

“‘I say received in part,

“‘John Eliot.’

“‘£4 13 4.’”

* Afterwards Gen. Warren, distinguished in our Revolutionary history.

† See Appendix.

"[1789.] The requisitions for admission at this period were 'to read tolerably well by spelling words of four syllables.'

"[1796.] March 14. Hon. John Lowell and others were appointed a committee 'to lease the school farm and all the other lands belonging to the Grammar School in the Easterly part of Roxbury, except Mead's orchard, at public vendue, to the highest bidder for the term of 120 years . . . the net proceeds to be vested in other real estate.'

"[1805.] May 11. Another assessment for 'fire money.' If any neglect to pay, 'then the master is requested not to instruct such children.' At the same meeting a vote was adopted requiring the school lands 'to be perambulated and the boundaries renewed once every five years.' This vote has been complied with from the date of its adoption to the present time.

* "The property belonging to this Institution consisted at the time of its first legal incorporation of various pieces of real estate scattered over the town of Roxbury. Soon after the Act of Incorporation was passed, the Board of Trustees appointed under it thought it expedient to raise a capital which would be more productive than the said tracts of land theretofore had been, and for the purpose they solemnly resolved to dispose of said tracts and parcels of land. Among the members of the Board at that time were two gentlemen of high legal standing,† who had taken an active part in procuring the Act of incorporation. They recommend the disposal of the land upon *long leases*.

"So far as we can now perceive, the decision they made was a very wise one. The lands leased at auction for a term of one hundred and twenty years appear to have brought nearly or quite the prices then paid for the fee simple.

"It was a part of the conditions of the lease, and a very serious one too, that the Corporation should have a right of entry upon the premises leased twenty years before the expiration of the several leases, and to cause the buildings and improvements thereon to be appraised; and there was a provision that there should be no strip and waste made upon the improvements as valued, nor should the same be removed under the penalty of forfeiture of the remaining term of years.'

"Within the last twenty years [1840-60] some of our unscrupulous politicians, in one of those outbursts of zeal for the interests of our adopted citizens which periodically manifest themselves, attempted to create a popular excitement against the trustees. At a public meeting of the citizens a charge was brought that the funds of the school had been misapplied; that they had been given for the "maintenance of poor men's children" exclusively, but the trustees had allowed the children of the rich to share equally the benefit of them. A committee was appointed to inquire and report. The result of their investigation was not what they expected. It appeared that the funds originally contributed, and by which the school was supported from 1645 to 1672, were given by the wealthier class for the benefit of **THEIR** children; that a few boys, sons of men too poor to contribute, were admitted to the school *gratis*; that Thomas Bell, being desirous that the children of the poor generally should have the benefit of public instruction, left by his will sufficient property for this purpose, intending it evidently for the school already founded, and of which he had been a liberal friend during his lifetime; that legislative authority confirmed this intention, thus establishing on a liberal foundation a free institution, where the rich and the poor can

* From a report to the Trustees by a committee, of which Hon. John Lowell was chairman.

† Hon. Judge Lowell and Hon. Increase Sumner, afterwards Governor of Massachusetts.

meet together on common ground; and finally, that the trustees had not misapplied the funds, but had acted with a conscientious regard to the interests of the school and the design of its founders."

[Quoted by Mr. DILLAWAY from Cotton Mather's "Life of John Eliot."]

"God so blessed his endeavors, that Roxbury could not live quietly without a Free School in the town; and the issue of it has been one thing which has almost made me put the title of *Scholo illustris* upon that little nursery; that is, that Roxbury has afforded more scholars, first for the college and then for the public, than any town of its bigness, or if I mistake not, of twice its bigness in all New England. From the spring of the school at Roxbury there has been a large number of the streams which have made glad this whole city of God."

ELIOT SCHOOL, JAMAICA PLAIN (BOSTON).

[Compiled from items furnished by D. S. SMALLEY, Principal.]

Means of Support.—The Eliot School depends for its support upon its endowments, no tuition being charged.

Buildings and Grounds.—There is one building, with three-fourths acre of land.

Course of Study.—The course of study is arranged for three years, and includes a full English course, having particular reference to fitting for practical business life.

The school is free to pupils residing in Jamaica Plain who have graduated at the Grammar School, and to such others as pass a satisfactory examination in Grammar School studies.

The government is in a board of trustees consisting of seven gentlemen.

Teachers.—The School employs a head master and one assistant, female; these are elected annually. D. S. Smalley has been principal of the school since its reestablishment on Eliot Street.

History.—The first donation for the use of "a school only" to the inhabitants of Jamaica was made by John Ruggles, of the triangular piece of land in front of the Unitarian Church, on which the Soldiers' Monument stands. The deed of conveyance is dated October 16, 1676. In the early part of the year 1676, Hugh Thomas and Clement his wife proposed to the people at the Jamaica end of the town to make over to them their house, orchard, home lot and night pasture, provided that they would agree to take care of and provide for them in sickness and health during their natural lives, and decently inter them after their death.

At a meeting of the inhabitants, held March 23, 1676, the proposal of Thomas was accepted, on condition that he should make a legal conveyance of his property to John Weld, Edward Morris and John

Watson as feoffees in trust for the use of said inhabitants. This agreement was signed by twenty-five inhabitants, and the said Thomas conveyed all his real estate by deed, dated April 7, 1677; and also by assignment all the real estate of his nephew, John Roberts, which was conveyed to him by the will of said Roberts a short time previous; and in 1687 by another assignment all his bills, bonds, legacies, etc.

In the year 1693, John Watson gave three acres of salt marsh for the use of a school on Jamaica or Pond Plain.

Mrs. Gurnal gave six pounds in money, and Mrs. Mead gave seven pounds, for the use of the Jamaica or Pond School.

On the 10th of July, 1689, the Rev. John Eliot conveyed by deed about seventy-five acres of land "to John Weld, John Gore, John Watson and Samuel Gore, all of said Roxbury, and to their and to each or to either of their natural heirs successively forever, and to and for the maintenance, support and encouragement of a school and school master at that part of said Roxbury, commonly called Jamaica or Pond Plain, for the teaching and instructing of the children of that end of the town (together with such negroes or Indians as may or shall come to said school), and to no other use, intent or purpose, under any color or pretence whatever."

In 1727, Joseph Weld, the only survivor of this body of men, memorialized the Legislature and prayed that three other persons might be appointed as trustees, with power to fill vacancies as they may occur by death or otherwise. The prayer of this memorial was granted, and Nathaniel Brewer, Jr., Caleb Stedman and John Weld were joined with the memorialist as trustees.

The first or original trustees and feoffees were as follows:—

1. John Weld, Sr., Edward Morris and John Watson, first feoffees, and were appointed for Hugh Thomas and his estate during their feoffship, and to their successors as such.

2. John Weld, Sr., and John Watson, trustees of two acres of salt marsh, purchased of Edward Morris by virtue of their being feoffees, and which descends to succeeding feoffees.

3. John Weld, Sr., John Gore, John Watson and Samuel Gore, trustees of the Rev. Mr. Eliot's gift, their or either of their natural heirs, their successors herein forever. John Gore, Joseph Weld, John May, Edward Bridge, trustees of John Watson's gift, and their natural male heirs successors herein.

The property of the Jamaica School was held in trust by several distinct bodies of men, each set having control of a distinct portion of the property.

Under conditions like these, collisions would naturally arise; but no serious difficulty occurred till the year 1803, when recourse was had again to the Legislature, and on the 9th of March, 1804, an Act

was passed incorporating seven gentlemen as a body politic, by the name of the trustees of Eliot School, and with power to fill all vacancies that may occur from any cause whatever.

The trustees are to be chosen from the freeholders of Jamaica Plain, and they shall "be the true and sole visitors and governors of the said Eliot School in perpetual succession forever."

In 1818, Mrs. Abigail Brewer (after the decease of her husband) bequeathed to the trustees of Eliot School, in Roxbury, a parcel of land adjoining the estate of the late Dr. John Warren, deceased, containing sixteen acres, more or less, the income of which is to be applied for the instruction of young females only, children of the inhabitants of the third parish in said Roxbury.

In 1831, the trustees erected the brick school-house on Eliot Street, which would accommodate two hundred scholars. The upper room was occupied by the Primary School, and was supported by the town. The grammar department was taught in the lower room, and was supported from the income of the Eliot Fund, and was entirely under the trustees.

At a meeting of the trustees, held March 31, 1834, "it was voted that Luther M. Harris, in behalf of the trustees, be a committee to act with John James, the committee appointed by the town, for procuring a teacher for the Eliot School for the year ensuing. And on a proposal of Mr. James, to have the Eliot and Primary schools united in one, and that a female be engaged as an assistant to the master, voted, 'That the trustees accede thereto.'" From this time till 1842 the trustees and school committees continued a united supervision of the Eliot School.

It was thought by many of the proprietors that the best interests of education would be promoted, particularly that of the girls, by separating the sexes in our Grammar Schools. A proposition was made by the proprietors to the trustees to place the boys in one building, under the entire supervision of the school committee, and the girls in another school, under the supervision of the trustees. This was acceded to by the trustees, and resulted in a large increase in the girls' department. Most of the young ladies on Jamaica Plain attending Private Schools left and attended the Eliot School.

Up to this time the income of the Eliot Fund had been applied to educating children in the common branches and some of the higher English studies.

The sales of land had increased the income of the fund, and many of the proprietors felt that they were not realizing all the benefits of the fund which they might under a different organization.

A committee chosen by the proprietors submitted a plan for a High School to the trustees, February 1, 1840. The plan was adopted, and

the Eliot School served as a High School connected with the Roxbury City Schools till 1874.

In January, 1874, West Roxbury was annexed to Boston. In the following February, the trustees dissolved the connection with the Public Schools, and the succeeding September reopened the Eliot School on Eliot Street, where the school was formerly taught.

PHILLIPS ACADEMY, AT ANDOVER.

[By REV. C. HAMMOND, Monson.]

Phillips Academy, at Andover, was founded April 21, 1778, by a gift deed of the original donors, including a constitution for the institution established by them. The board of trustees was organized April 28, 1778, and the name of Phillips School was given to the institution. It was ordered that the number of pupils to be admitted should be limited to thirty, preference to be given to those who were "to be instructed in the learned languages," and no others were to be received, unless the full number should be incomplete for a month. Mr. Eliphalet Pearson, one of the trustees, who was then teacher of the town Grammar School and had been freely consulted in the whole process of drafting the constitution, was elected preceptor. At the time of the organization, Rev. Jonathan French of Andover, one of the trustees, preached a sermon. On the morning of April 30, 1778, the school was opened in due form, with thirteen pupils, and in less than a month the full complement of thirty was made up.

The first arrangements were soon modified, in consequence of the number of applicants for admission. At the close of the first term, a charge was made upon each scholar by the trustees, at the suggestion of Judge Phillips, the projector of the school, to pay the salary of an assistant and incidental expenses.

On the 4th of October, 1780, the institution was incorporated under the title of Phillips Academy at Andover.

Founders and Benefactors.—The original founders were Hon. Samuel Phillips of North Andover, Mass., and his brother, Dr. John Phillips of Exeter, N. H. Subsequently, a third brother, Hon. William Phillips of Boston, and his son, Lieut. Governor William Phillips of Boston, contributed by their donations a sum nearly equal to the gifts of the original founders. The following summary gives a statement of the benefactions of each of the four donors of the Phillips family:—

Hon. Samuel Phillips, of North Andover,	\$6,000 00
Hon. John Phillips, LL. D., of Exeter, N. H.,	31,000 00
Hon. William Phillips, of Boston,	6,000 00
His Honor William Phillips, of Boston,	28,000 00
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	\$71,000 00

Dr. John Phillips, of Exeter, was the munificent founder and patron of Phillips Exeter Academy, to which he gave \$100,000. Lieut. Governor William Phillips gave to the Theological Seminary of Andover, under the control of trustees of Phillips Academy, the sum of \$12,000; and Madame Phillips and her son, Col. John Phillips, endowed the Theological Seminary with \$20,000.

The "projector and chief patron" of Phillips Academy was Lieut. Governor Samuel Phillips, son of the senior founder, Hon. Samuel Phillips of North Andover, and grandson of Rev. Samuel Phillips of South Andover. He is commonly designated Judge Phillips, to distinguish him from others of the family having the same name. Though not a direct contributor to the funds of the Academy, he was chiefly instrumental in causing the munificent donations of his relatives. His agency in founding the Academy and his life-long interest in its welfare, are fully set forth in the memoir of Judge Phillips, written by Prof. John L. Taylor, D. D., of Andover, and long the treasurer of Phillips Academy.

Judge Phillips was born February 5, 1752. He had the best opportunities of a complete liberal education at that time possible. His father and grandfather were graduates of Harvard College. He was fitted for college at Dummer Academy, under the charge of the famous master, Samuel Moody, and graduated at Harvard in 1771, at the age of nineteen, with high rank in a large class distinguished for its talented men. At Dummer Academy and in College, he was contemporary with Eliphalet Pearson, first principal of Phillips Academy.

He was a most ardent patriot of the Revolution. During his college life the General Court held two sessions at Cambridge, and the students were greatly moved by their deliberations. All his relatives were zealous patriots,—Josiah Quincy, Jr., a great actor in the opening of the great drama, was his cousin by marriage.

Four years after his graduation he was elected, at the age of twenty-three, by his native town, a member of the Provincial Congress, which met at Watertown in 1775. The proscribed patriots, Samuel Adams and John Hancock, were members. In this body he took a very active part. When Washington, then in command at Cambridge, reported, in December, that the stock of powder was "fearfully small," Mr. Phillips proposed, January 3, 1776, to the Congress to erect a powder-mill at Andover with their consent, which was promptly given. He hastened home and purchased his mill site, for which a canal of some distance was necessary. He called his neighbors together and said, "I want your help and will pay you if the business pays; if it fails, you must lose your labor. The powder is needed for the common cause and we must work together." His appeal was responded to. The mill-race was dug as volunteer work in the dead of winter.

The mill was ready on the 10th of May to furnish supplies for the army in great quantities, and proved to be an enterprise on which the success of the war in defence of liberty seemed to depend.

A single year only after his first movement in his powder-mill enterprise,—that is, in January, 1777,—Judge Phillips made the first purchase of lands for the founding of the Academy, and on the 29th of May following, he obtained a bond from Dr. John Phillips, of Exeter, for the payment of his share of the proposed endowment. At the same period, he was giving his most earnest attention to plans involving the character, purposes, and administration of the proposed seminary, which finally resulted in a constitution for a school designed for secondary education, differing from any previously existing, and serving as a model, in several important respects, for nearly all the New England Academies that have since been established, and of many institutions in the Western States.

Thus the foundations of the first proper New England Academy began to be laid by men of strong faith in God, who, at one and the same time, were the most zealous defenders of liberty in the gloomiest years of the Revolution, and the most munificent and wisest patrons of liberal learning.

Hon. Josiah Quincy, president of Harvard University, a student of Phillips Academy during its first term in 1778, at a celebration held eighty years after that date, paid the following tribute to the memory of the first founders :—

“They were my relatives. No man living can have the same knowledge of them which I possess. I have been an inmate in every one of their families, and have participated in their devotions before religion had passed from the domestic altar to the retirement of the mind.

“The three brothers were all exemplary in social, moral, and religious life; diligent in business; economical in the strictest sense of the word. All were prosperous. Each accumulated a fortune according to the standard of the period.

“Samuel Phillips, Jr., son of the eldest, concentrated in himself the affections of all the brothers. His zeal, talents, and consentaneous piety, enkindled and excited into activity the inherent charitable and public spirit of the whole family. I was well acquainted with him,—intimately, as far as difference in our age and pursuits permitted. I should rejoice, if the occasion allowed, to give utterance to my deep sense of his many virtues, of a life devoted to every lofty design; active in every generous purpose; foremost in fulfilling every duty in private life, the legislative hall, or on the bench; for twenty years the presiding officer of the state senate; and when he died, Lieut. Governor of the Commonwealth,—in whose character, without ostentation or display, was beautifully illustrated the religious principle in stimulating, directing, and giving success to every useful and elevated purpose of private and public life.” [*Speech at the Semi-Centennial Celebration of Andover Theological Seminary, August 5, 1858.*]

The Peabody Foundation.—In 1866, a fund of \$25,000 was given to endow a professorship in mathematics and natural science, by George Peabody, Esq., of London, and a native of Danvers, Mass. This professor is called “Peabody Instructor of Natural Sciences.”

Summary of Endowments.

Dr. John Phillips, including farm, \$12,580,	\$31,000 00
Hon. Samuel and John Phillips,	10,300 00
His Honor William Phillips,	15,345 00
Hon. William Phillips,	4,633 00
Foxcroft donation,	532 00
Students' educational fund,	4,750 00
Peabody fund,	25,000 00
Clark scholarship (1868),	1,000 00
Farrar fund (1873),	15,000 00
Sinking fund, given by Dr. Ebenezer Alden, 1874,	1,000 00
Greek prize fund, gift of Rev. Joseph Cook towards a \$500,	100 00
Taylor Centennial fund, to accumulate 100 years, or till it reaches \$100,000, gift of Rev. J. L. Taylor, 1876,	100 00
Legacy of Roswell C. Smith, an alumnus, 1876,	500 00
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	\$119,260 00

Many donations of the Phillipses and of Samuel Farrar, Esq., were given to discharge “the treasurer’s balance.” Squire Farrar gave the bulk of his salary as treasurer for various improvements which he desired. He spent a great deal of money for the teachers’ seminary, which was a costly experiment. A full list of benefactors ought to include the donors of the new academy building, the sustentation fund for Mrs. S. H. Taylor, etc. The largest gift made at one time was that of George Peabody. It is supposed that Samuel Farrar gave more than any other benefactor, his gifts extending through a period of sixty years.

Trusteeship and Government and General Design.—The board of trustees is a close corporation, consisting of thirteen members, and has the powers and functions usually vested in college and university trustees. A major part must consist of laymen and respectable freeholders, and a major part must not consist of residents of the town in which the seminary is situated. The master of the Academy must, forever, be a member of the board.

The general design of the institution is set forth in the constitution of the founders in the following words:—

“In order to prevent the smallest perversion of the true intent of this foundation, it is declared, that the *first* and principal object of this institution is the promotion of true piety and virtue; the *second*, instruction in the English, Latin, and Greek languages, together with writing, arithmetic,

music, and the art of speaking; the *third*, practical geometry, logic and geography; and the *fourth*, such other of the liberal arts and sciences or languages, as opportunity and ability may hereafter admit, and as the trustees shall direct."

Principals.—Rev. Eliphalet Pearson, LL. D., was the first principal or master. He was appointed in 1778, and served eight years. He was born at Byfield, Newbury, Mass., in 1752, and fitted for College in his native town, under Samuel Moody, the famous master of the Dummer School, where he was a fellow-pupil of Samuel Phillips, Jr., of Andover. He graduated at Harvard with great distinction, in 1773. On leaving College he taught a Grammar School in Andover. He was a zealous Whig in the Revolution, and assisted his friend, Judge Phillips, in his projects to aid the patriotic cause. He was consulted in drafting the constitution of the Academy, of which he was an original trustee, and held the office forty-eight years, till his death, in 1826. In 1786, he was appointed professor of Hebrew and Oriental literature in Harvard College, and served twenty years. Besides teaching Hebrew, he was lecturer on English grammar, and a most accomplished teacher of rhetoric at Cambridge. Dr. Allen said that "the skill and taste and the severe criticism of Dr. Pearson had a most beneficial effect on the style of composition at the College." Prof. Park is authority for saying that Dr. Pearson "occasionally spent the entire night in correcting the compositions of the students, in order that he might spend the day in the multiplied extra official duties which were heaped upon him."

Returning to Andover, Dr. Pearson engaged most earnestly to effect the original design of the founders of Phillips Academy, to establish a theological seminary in connection with the school for secondary education. "His zeal and perseverance," said President Quincy, "were irresistible" in this great enterprise. "What no other man would have dared to attempt, with any hope of success, he effected."

It was the rare good fortune of Phillips Academy that Eliphalet Pearson was its first principal, and as such the originator of a most carefully designed policy of instruction and administration. This policy was cherished by him, as a trustee of commanding influence, for nearly half a century. His many varied natural gifts were rendered effective, for the great services of his long career, by a liberal culture unsurpassed by his contemporaries. He was a man of letters and a man of affairs. He was a wise and most successful teacher of a Grammar School before he was the principal of the Academy. He was preëminent as an instructor in the University, and was the first appointed professor of sacred literature in the Andover Theological Seminary. No man of his times better understood the routine of every

grade of schools or had a broader view of the uses of learning in its relations to life in all callings and professions.

Ebenezer Pemberton, LL. D., was appointed principal in 1786. He was born in Boston in 1747; graduated at Princeton in 1765; was a tutor at Princeton in 1769, and very popular. When he resigned his tutorship he received a complimentary and valedictory address in Latin, by James Madison. He studied theology with Dr. Hopkins of Newport, R. I., but never *preached*. He studied law, and was admitted to the bar in Rhode Island in 1777, but never *practised*. Having served very successfully as rector of Plainfield Academy, Conn., he succeeded Dr. Pearson at Andover, where he remained until 1793. He afterwards taught ten years at Billerica, Mass., and many years at Boston, where he died, June 25, 1835, aged eighty-nine. Rev. Dr. Abiel Abbot (H. C. 1792), his assistant at Phillips Academy, said that the schools had a high reputation under his administration. He was an accurate, faithful and successful teacher. He was a gentleman of the old school in manners, and by his dignity, courtesy, and kindness, he won the affections of his pupils.

Mark Newman, A. M., was appointed principal in 1794, and served fourteen years. He was born at Ipswich, September 7, 1772; graduated at Dartmouth in 1793. He served one year in the Academy as an assistant. The institution was successful during his long administration. After his resignation, in 1810, he continued in the trusteeship till 1836. He died June 15, 1859.

John Adams, LL. D., was born at Canterbury, Conn., September 18, 1772. He graduated at Yale College in 1795, and taught the Academy in his native town three years. In 1800, he was appointed rector of Plainfield Academy, Conn., and in 1803, the preceptor of Bacon Academy in Colchester, Conn. In June, 1810, he was chosen principal of Phillips Academy in Andover, in which office he continued twenty-three years. In all the institutions under his charge, he was always regarded as a faithful teacher, and an excellent disciplinarian. His last years were spent in Jacksonville, Ill., during which he was preëminently useful in the cause of Sunday schools. He died April 24, 1863, in his ninety-first year.

Osgood Johnson, M. A., the fifth principal of Phillips Academy, was born at Andover, Mass., September 9, 1803; graduated at Dartmouth, 1828. He was an assistant teacher of the Academy from 1828 to 1832, and principal from 1832 till his death, which occurred June 9, 1837, in the thirty-fourth year of his age. He had won a high reputation as a teacher.

Samuel H. Taylor, LL. D., was appointed principal in 1838. He was born in Londonderry, N. H., October 3, 1807; graduated at Dartmouth in 1832; was tutor at Dartmouth in 1836. He died in

office, January 29, 1871. He was longer in service than any of his predecessors. At the time of his death, he ranked with the first classical teachers the country has produced. In zeal, energy and fidelity to all the duties of his trust, he was surpassed by no one of his contemporaries. Most honorable tributes to his memory have been published by Professors Park and Churchill of Andover, and many others.

Frederic W. Tilton, A. M., a graduate of Harvard University in 1862, was appointed principal in 1872, and, to the regret of the trustees and scholars, resigned in 1873, to take the charge of Rogers High School at Newport, R. I.

Rev. Cecil F. P. Bancroft, A. M., was born at New Ipswich, N. H., November 25, 1839; graduated at Dartmouth, 1860; principal of Appleton Academy from 1860 to 1864; graduated at Andover Theological Seminary in 1867; principal of Educational Institutions, Look-out Mountain, Tenn., 1867-1872; appointed principal of Phillips Academy, 1873.

Courses of Study and Departments of Instruction.—From the first opening of the school, in 1778, instruction has been given in classical and English studies. But the preparation of candidates for College has always been a prominent object, and hence this department of instruction has always been assigned to the special care of the principal.

The thorough training of young men for business pursuits, and especially for service as teachers in Public Schools, has always been considered as an important design of the institution. Hence a distinct department of English has always been maintained. In 1831, a special department for the training of Common School teachers was established, which was continued for many years under the special charge of eminent educators, such as Rev. S. R. Hall, LL. D., Rev. Lyman Coleman, D. D., William H. Wells, LL. D., Alonzo Gray, LL. D., James S. Eaton, A. M., and others.

In both the classical and English departments, a great many teachers have been employed under the general title of *assistants*. Their terms of service have been generally short, but some have been long retained. Many of them have been distinguished in all the learned professions as teachers in other Academies and in Colleges, and in the highest offices in the civil service.

The following scheme will give the course of study in the English and classical departments for the year 1876 :—

CLASSICAL DEPARTMENT.

Preparatory Year.

FIRST TERM.—Latin grammar; Latin lessons; arithmetic; English analysis.

⁴ SECOND TERM.—Latin grammar, continued; Latin lessons; exercises in writing Latin; arithmetic; physical geography.

THIRD TERM.—Latin grammar; Cæsar, Gallic War—Book I.; arithmetic, completed; botany.

Junior Year.

FIRST TERM.—Cæsar, completed; Greek grammar; Greek lessons; algebra, through simple equations; Roman history and ancient geography (twice a week).

SECOND TERM.—Sallust's Catilina; Greek lessons, completed; algebra, to quadratics; Roman history and ancient geography (twice a week).

THIRD TERM.—Sallust, completed; Cicero's Orations, begun; Anabasis, begun; algebra, completed; Roman history, completed (twice a week).

Middle Year.

FIRST TERM.—Cicero, continued; Anabasis—Book I. completed; French (or German); Greek history (twice a week).

SECOND TERM.—Ovid; Anabasis—Book III.; French (or German); Greek history (twice a week).

THIRD TERM.—Ovid, completed; Anabasis—Book IV.; French (or German); Greek history (twice a week); Latin composition and Greek composition (once a week).

Senior Year.

FIRST TERM.—Virgil—Æneid (six books); Homer's Iliad (three books); geometry; Greek composition and Latin composition (once a week).

SECOND TERM.—Virgil—Eclogues; Cicero—De Senectute; Herodotus—Book VII.; algebra, review; Greek composition and Latin composition (once a week).

THIRD TERM.—Cicero, completed; Anabasis—Book II. (or equivalent); algebra, review completed; Latin and Greek, reviewed; arithmetic, reviewed; geometry, reviewed.

ELOCUTION AND ART OF COMPOSITION.—One recitation a week in each class is devoted either to elocution, or English composition, or written translations.

ENGLISH DEPARTMENT.

Junior Year.

FIRST TERM.—Arithmetic; grammar; geography; reading and spelling, through the year.

SECOND TERM.—Arithmetic; grammar; history of the United States; physical geography.

THIRD TERM.—Arithmetic; algebra, commenced; history; anatomy and physiology.

Middle Year.

FIRST TERM.—Algebra; book-keeping; study of the English language—Milton; physics.

SECOND TERM.—Algebra; geometry; manual of the Constitution; principles of composition; physics, continued.

THIRD TERM.—Geometry, continued; botany; study of the English language—Shakespeare; physics, completed.

Senior Year.

FIRST TERM.—Trigonometry and surveying; chemistry, with laboratory work; intellectual philosophy; history of English literature; conic sections.

SECOND TERM.—Astronomy; analytical chemistry; rhetoric; English history; moral philosophy; arithmetic and algebra, reviewed.

THIRD TERM.—Astronomy, completed; analytical chemistry; geology and mineralogy; English history; review of geometry and trigonometry.

English composition and elocution are taught through the course. The junior and middle classes have one exercise a week in drawing.

A year's instruction in the modern languages is open to those members of the middle and senior classes who elect them for the year.

Buildings and Grounds.—No institution in New England is more favored with respect to beauty of location or ample domain. The grounds include nearly sixty acres, and the buildings are the spacious academy structure, the gymnasium, eleven dormitories, five dwelling-houses, etc.

Value of real estate,	.	.	.	.	.	.	.	.	\$125,000 00
of invested funds, .	.	.	.	.	.	.	.	.	95,000 00
of apparatus,	.	.	.	.	.	.	.	.	6,000 00
Total, .	.	.	.	.	.	.	.	.	\$226,000 00

Library, Maps, Cabinets, Etc.—School library, called "Taylor Memorial Library" in memory of Principal Taylor, has nineteen hundred volumes and forty maps; society library has eleven hundred volumes.

The Academy has a good physical apparatus, an extensive chemical laboratory and equipment, geological and mineralogical cabinet, portraits, casts, photographs, engravings, bronzes, etc.

Lyceum, Etc.—The Philomathean Society holds weekly meetings; founded in 1825. Society of Inquiry, for religious and literary purposes: library meetings held once in two weeks; religious meetings held twice a week. Founded, 1833.

Expenses.—Board, \$3.50 per week and upwards. Tuition, \$60 per annum.

About \$3,000 per annum is bestowed upon charity students, in fees remitted, or in cash from the proceeds of funds given for that purpose.

Work Accomplished.—No record of graduates fitted for College; probably from two to three thousand. Also, more recently, students in considerable numbers have been fitted for the scientific schools.

The average attendance per term for the last ten years has been a little over two hundred.

DUMMER ACADEMY, SOUTH BYFIELD.

[Compiled from Centennial Address of NEHEMIAH CLEAVELAND, LL.D., 1863, and from items furnished by the present Principal, Rev. EBENEZER G. PARSONS.]

The founder of Dummer Academy, William Dummer, died on the 10th of October, 1761. By his will, he set apart his dwelling-house and farm of nearly three hundred acres in Newbury for the establishment of a Grammar School, to stand forever on the farm. The property was given in trust to Messrs. Foxcroft and Chauncy, of Boston, and Mr. Nathaniel Dummer of Newbury, and to their heirs and assigns forever, the rents and profits to be employed in erecting a school-house and in support of a master.

In pursuance of the policy of the State, embodied in the legislation of 1797, the Dummer Academy received from the State a grant of a half township of land in the province of Maine. From this grant, together with a bequest of \$6,000 from a private donor, the present investment has been derived.

Buildings and Grounds.—In conformity with the will, the trustees put up, during the year 1762, a small school-building. It was in the humble style and on the moderate scale which characterized the country school-houses of that day,—a square, one-story structure, not much more, probably, than twenty feet on a side. It stood nearly on the site of the present academic edifice. The farm of three hundred acres, with the mansion-house, remain, and afford to the school a moderate rent. A large outlay has recently been made in improvement on the academy grounds and building, especially in the entire reorganization of the upper story, so that the institution now affords, in all respects, an attractive and beautiful place for study.

Course of Study.—The ability to read English well was the simple condition imposed by the founder for admission to the school. Yet under the first teacher, boys received the most thorough drill in Latin and Greek. “To fit his boys for College, and fit them well, was Master Moody’s ambition and pride; and though a majority of them stopped short of the collegiate course, still he believed that even for them there was no other discipline of equal value.” Though he lived long before the days of gymnastic apparatus and instruction, he looked carefully after the amusements, the health and the safety of the boys. In the matter of bathing, his regulations were strict and peculiar. The time and the place were fixed by him. The state of the tide was carefully observed; and if the favorable moment happened to come in the midst of school hours, he suspended work for a while and sent the boys out to bathe, so important in his view was the salubrious immersion. For greater safety, he divided the school into two bands. The

smaller lads and mere novices in swimming went to the little river,—a comparatively shallow stream; while all who could be trusted in deeper water ran off in the opposite direction, and plunged into the broader estuary.

The school was designed to enlarge and extend the course of study in the Common Schools, and to be in a special manner preparatory to the College. Its establishment marked an era in popular education, in that it was the first established for the benefit of the whole people, not being dependent, like the "Grammar School," upon municipal and local support and patronage. The school has maintained its original character throughout the entire period of its existence, and has in a general and particular way been a model upon which kindred institutions have been established. Besides the classical course, heretofore pursued, an English course of study is arranged, and pupils of both sexes are now admitted who desire the more general and thorough education in English branches, either with or without the languages.

The classical course affords the opportunity for a thorough fit for the New England Colleges.

The instruction is thorough, and based upon the principle that a man's education is the *discipline* he receives. This is regarded as of more importance than the mere acquisition of knowledge. Special attention is given to the deportment and habits of the pupils, and the inculcation of correct moral principles, and ladylike and gentlemanly manners.

A set of apparatus, adequate to illustrate all the important principles of natural philosophy and chemistry, is owned by the Sons of Dummer, and devoted to the use of the institution. Experimental lectures on these subjects are given during the fall term. The class in surveying practises field exercises with the aid of a superior set of instruments.

Society of the Sons of Dummer.—"The objects of this institution, besides the cultivation of friendly intercourse and social affections amongst its members, are to promote and extend the usefulness and reputation of the Academy, and to excite a laudable emulation among the pupils for the time being, by the distribution of honorary premiums among those who shall be distinguished by diligence in their studies, by conformity to the rules of the Academy, and the directions of the preceptor and other instructors, and by habitual decency and correctness in their deportment; and, as the funds shall be competent, to make additions to the library, and to secure such philosophical and astronomical instruments as may be thought useful and proper for the improvement of the pupils."

The institution was formed under the promptings and exertions of

Mr. Dudley Atkins Tyng, a former pupil and admirer of Moody. Its first meeting was held at Newburyport, June 22, 1822, and consisted of the following gentlemen: Dudley Atkins Tyng, Nathan Noyes, Jacob Gerrish, Jonathan G. Johnson, and Eleazer Johnson, Jr. At the second meeting, June 29, Jeremiah Nelson, Edward Sprague Rand, and Alfred Pike were present; and, with those first named, deserve to be held in honored remembrance as the founders of the society.

Of more than one hundred members elected, more than half had been pupils of Master Moody. Of these, eight individuals constituted themselves patrons of the society by the required payment of fifty dollars (\$50) each; six became life members, each paying twenty dollars (\$20).

The fund thus raised, with the annual payments from other members, enabled the society to offer prizes for meritorious conduct and scholarship. The society's fund continues unimpaired, and with the annual income of five hundred dollars (\$500), bequeathed by the late Moody Kent, Esq., affords the means of making necessary additions to the library and philosophical apparatus; also of awarding prizes annually to such pupils as in the judgment of the trustees by their good behavior and attainments are entitled to such marks of distinction.

For the work accomplished by the school, the reader is referred to the very interesting centennial address of Nehemiah Cleaveland, LL. D. Amongst its early students were such distinguished personages as Theophilus Parsons, Rufus King, Professors Pearson, Webber, and Smith, William Prescott, Samuel Sewall, Samuel Tenney, and Nathaniel Gorham, with scores of others scarcely less eminent; all of whom—some in one department of civil, political, and social life, some in another—have exerted an incalculable influence in moulding and directing the life of the people and the nation.

The number of its graduates must be counted by thousands. The school has had varying success, and been quite distinguished for periods of rest—for vacations. Mr. Cleaveland's address takes rather of an unhopeful view of the future of the Academy; but it evidently has still its mission, and is doing good work for the community and the few scholars who attend it from abroad. At present the school is open to girls as well as boys.

Government.—The management of the school was placed by the founder in charge of Byfield parish; the choice of the parish as to a teacher was to be expressed through the minister for the time, and a committee of five freeholders duly elected. The parish, however, had no control over the farm or other property; that was committed to the three feoffees. It had no control over the master, beyond the sim-

ple act of appointing him; for he could be removed only by the overseers of Harvard College on the ground of incompetency or immorality.

Evidently the parish were not satisfied with the relation which their committee sustained to the Academy, for, in 1764, the representative in the General Court was instructed to present the following questions to that body, with a request that it should answer and settle the same:—

“1. Who are the Persons that are to Rent sd. farm, to repair the Buildings, to Receive the Rents and pay the same to the Teacher of the School?”

“2. What number of these persons mentioned in the sd. Gov. Dummer's will (to direct and appoint in the affair of the Master And Said school) are to be agreed, so as to make a valid act?”

“3. Who is to be Judg or Say when Scholars are qualified for sd. School, According to the Will of the Doner, and What other Larning besides Grammar, that first Being Duly Regarded, is to be taught in sd. School.”

“4thly. Who are the Persons that are to have the Care and Inspection of sd. Master and School?”

“This literal transcript of the records indicates,” says Mr. Cleaveland, “that the school was not founded too soon.” It does not appear that the Byfield people were enlightened upon these points. From this time until 1782, the five freeholders were elected duly as the year came round, but their labors were not onerous, for Mr. Moody literally conducted the school in every respect; the trustees under the will did nothing and had nothing to do.

By the Act of incorporation in 1782, all the functions of the five freeholders were transferred to a board of trustees, under which form the government of the institution has continued to be administered to the present time.

A complete list of the trustees will be found in the centennial address of Mr. Cleaveland, already referred to: it comprises a president of Harvard College, seventy to eighty of the men of Essex and the adjoining counties, most eminent in the offices of the State, of the church, and of professional life, whose wisdom in counsel and in the conduct of its pecuniary interests have enabled the institution to do its distinguished work for more than a century of its existence.

Mr. Cleaveland intimates that had the counsels of the most far-seeing of these men oftener prevailed, the Academy might have greatly extended the sphere of its benign influence.

Teachers.—After Master Moody graduated at Cambridge, in 1746, he took charge of the York Grammar School, which he raised to a high degree of celebrity. Though this was only a public town school, its

reputation was such that it attracted pupils from other places. Under his management, with his brother Joseph as steward, major-domo and outside manager-general, the school at Byfield soon had an attendance of from seventy to eighty boys, and the mansion-house from twenty to twenty-five boarders. This extraordinary prosperity was due in part to the monopoly which the school had; but if boys did sometimes come to Dummer because there was no other school to go to, they remained, because they found there all that they desired. For nineteen years Master Moody conducted the school.

"Our knowledge of this man," says Mr. Cleaveland, "is wholly traditional." He had "a large and somewhat coarse exterior, motions which had more of vigor than of grace,—that easy power of command which marks some men as if born to rule,—that liveliness of feeling, thought, manner, and speech, which, perhaps, more than any other quality, commends manhood to boyhood,—a professional zeal bordering on enthusiasm,—the zeal which gives to its possessor a facility and influence that minds more evenly balanced rarely attain,—a sturdy will, persevering energy, great earnestness, and evident sincerity,—such I conceive to have been the prominent characteristics of Master Moody, as he appeared in his best days." "It was in Latin and Greek, especially the former, that his strength as a scholar and teacher mainly lay." To mathematics and natural sciences, to common arithmetic, even, he made no pretension; and these branches when taught here, were never taught by him.

No document or record remains to show the terms and conditions under which the first master, Mr. Moody, took the charge. Still we know very nearly what they must have been. He had the "mansion-house" to live in, and might turn it to profitable account by boarding some of the boys. He had also all that he could get from a large and valuable farm. He was permitted, moreover, to collect from his pupils a moderate tuition fee; at least, such was his practice.

"Let it not be imagined," says Mr. Cleaveland, "that Mr. Moody was a mere classical drill-sergeant, or that his sole power as an educator lay in his knowledge and skill as a teacher of language. Imbued himself with the noblest views of life and duty, punctual, upright, conscientious and benevolent,—and more than all a Christian, humble and sincere,—his best endeavors, aims, and influence were of the moral kind. And if," he says, "in the words of Lovell Edgeworth, you ask,—

'How did he rule them,—by what arts?'

Edgeworth should give the answer,—

'He knew the way to touch their hearts.'"

The principals of the school, with the date of entering and leaving institution, have been as follows :—

Began.		Graduated.	Ended.
1762,	. Samuel Moody,	Harvard,	1790
1791,	. Rev. Isaac Smith,	Harvard,	1809
1809,	. Dr. Benjamin Allen,	Union (?),	1811
1811,	. Dr. Abiel Abbot,	Harvard,	1819
1820,	. Samuel Adams,	Harvard,	1821
1821,	. Nehemiah Cleaveland, LL. D., . . . .	. . . .	1840
1840,	. Rev. Frederic A. Adams,	Dartmouth,	1847
1847,	. Rev. Henry Durant,	Yale,	1849
1849,	. Rev. Ariel P. Shute,	Bowdoin,	1851
1851,	. Rev. Marshall Henshaw,	Amherst,	1861 (?)
1862 (?),	. John S. Parsons, . . . .	. . . .	1863 (?)
1863 (?),	. Solon Albee, . . . .	. . . .	1864
1864,	. Edgar L. Foster, . . . .	. . . .	1864
1864 (?),	. Levi W. Stanton, . . . .	. . . .	1872 (?)
1872,	. Rev. E. G. Parsons, . . . .	. . . .	—

Very interesting biographical notices of many of the above, also of a number of the assistants, may be found in Mr. Cleaveland's address.

Location.—The school is located in Byfield Parish, Newbury, four miles from Newburyport.

LEICESTER ACADEMY, LEICESTER.

[Sketch by E. A. HUBBARD, Agent of the Board of Education, with extracts from History of Academy, by EMORY WASHBURN, LL. D.]

Leicester Academy is located in the hill town of Leicester, Worcester County. It had its origin in the dark days of the Commonwealth which immediately succeeded the War of the Revolution. In those years of toil and privation, from 1776 to 1783, many youth of both sexes knew almost nothing of the advantages of school. Two Academies in the eastern part of the State had been chartered and endowed, but the central and the western portions were without any Public Schools of a high order. The idea of founding such a school in the "heart of the Commonwealth" originated with Col. Ebenezer Crafts of Sturbridge. He easily interested Col. Jacob Davis of Charlton in the object, and the opportunity to secure a building in Leicester, a building at that time regarded suitable for a school, presenting itself, determined its location. The 4th of July, 1783, Col. Crafts addressed a petition to the Legislature for an Act of incorporation. In February, 1784, the Legislature made the granting of the request depend upon the securing an endowment of £1,000 beside the real estate; and so promptly was the sum raised, that the very next month, March, 1784,

a bill for incorporating the Academy was passed. As the two gentlemen named resided in other towns, and held no property in Leicester, it would seem that they were prompted by no feeling of local pride or of personal gain, but by a sincere desire to promote the cause of education. The Act named fifteen trustees, and declared the incorporation to be "for the purposes of promoting true piety and virtue, and for the education of youth in the English, Latin, Greek and French languages, together with writing, arithmetic and the art of speaking; also practical geometry, logic, philosophy and geography, and such other liberal arts and sciences as opportunity may hereafter permit, and the trustees hereinafter provided shall direct." Moses Gill, afterwards lieutenant-governor of the Commonwealth, was the first president of the board of trustees, and provision was made at once for two teachers, one for the classical and one for the English departments. The school opened in June of the same year with three pupils, but the number increased to seventy before the close of the year. It was a school for both sexes, and still continues to be.

Coming into existence just at the close of a protracted and exhausting war, the resources of the country undeveloped, a currency constantly depreciating, public credit destroyed, individual confidence weakened, and enterprise paralyzed, for several years it suffered from lack of funds, and struggled for a continuance of life. Its buildings were inconvenient and unsuitable. Its means for educating, such as apparatus, library, etc., were small, and the receipts from tuition fell off, and darkness rested upon it.

Governor Washburn, referring to this period in the history of the Academy, says:—

"In consequence of these embarrassments, and the reduced number of students, Mr. Stone, the principal, was allowed absence from duty, and the school went on under Mr. Crosby alone.

"As a last resort, a committee was raised to consider the expediency of removing the institution from Leicester.

"A proposal was at the same time made to the town of Leicester, that the trustees would employ a preceptor for the term of one year if the town would assume the responsibility of his salary, so far as the deficiency of the tuition of the scholars might be.

"This proposition was accepted by the town, £50 was voted for the purpose of making up the salary of the preceptor, if so much should be needed beyond the amount received for tuition. Sixty pounds a year—\$200—was the utmost the trustees dared to offer as a salary to the preceptor, and even this sum was beyond their ability to pay.

"The trustees, in 1791, applied to the Legislature for permission to raise £600 by means of a lottery, to enable them to pay off their debts and relieve the institution from the embarrassment which had been occasioned by the depreciation of the funds.

"At that day the true character of lotteries never seems to have suggested itself to moralists or legislators. Bad in morals and unwise in economy, they were resorted to without hesitation or scruple, as a means of raising money for the most sacred and noble purposes, by appealing to that gambling spirit which is so universally prevalent, and preying upon the weakness and cupidity of a class of citizens who ought to be protected by the law against their own improvidence, instead of being tempted into courses which nothing but legislative sanction, and the purposes sought to be accomplished, would render respectable."

"The best men in the land were constituted managers of these schemes, and churches were built and colleges were endowed by moneys thus raised.

"The lottery was granted, and \$1,419.22 found its way into the treasury of the Academy as the result of the scheme.

"An Act granting a lottery 'for the repairing of Leicester Academy and making additional buildings thereto,' was passed in June, 1785, limiting the sum to be raised to £600.

"In 1793 the Legislature made a grant of a township of land in Maine to the Academy, and \$9,200 was thereby realized.

"From this time the pecuniary condition of the institution began to mend."

Returning prosperity to the country brought friends and benefactors to the Academy. The old and ill-adapted buildings gave place to new and commodious ones, and now a well-arranged brick edifice meets the wants of the institution.

The board of trustees has numbered some of the most prominent men in the State,—governors, senators, and distinguished divines. Among its teachers are found those who afterwards became presidents and professors in College, and among its students are found the names of members of the cabinet, of the United States Senate, of judges of the supreme court, and governors of States. One of the three pupils with which the school opened afterward became governor of the State of Vermont.

The Academy has a small library, principally of reference books, but the students have access to the town library. There is a small cabinet and a good gymnasium. The expenses to students are—for board, about \$200 per year, and for tuition from \$27 to \$54.

There have been, probably, from six thousand to eight thousand pupils connected with the school, of whom, perhaps, four hundred have been fitted for College. The present number of teachers is five.

There have been twenty-four principals of the school, and their average term of service has been about three and one-half years. There is a flourishing literary society connected with the institution, and its two courses of study are intended to furnish the best preparation for College or for business life.

[Hon. EMORY WASHBURN'S Sketch.]

Col. Ebenezer Crafts, the founder of Leicester Academy, was born at Pomfret, Conn., September 3, 1740, and was graduated at Yale College, 1759. Soon after this he engaged in mercantile business in his native town. At the age of twenty-two he married Mehitable Chandler, and, soon after, removed to Sturbridge, where he continued to pursue the same business in which he had been engaged, and, by attention and assiduity, acquired thereby a large estate.

At the commencement of hostilities, he held the command of a company of cavalry, which he had raised and organized, and joined the army with it at Cambridge in 1775. He remained with it till the British troops evacuated Boston, when he returned to Sturbridge, and soon after was elected colonel of a regiment of cavalry, which office he held till he removed from the county. At the time of the insurrection known as "Shay's Rebellion," he marched with a body of one hundred men, under Gen. Lincoln, in the winter of 1786-7, into the western counties, where he rendered prompt and essential service in suppressing that alarming but ill-judged outbreak.

With the enlarged and patriotic views of Col. Crafts, the importance of educating the rising generation early attracted his attention. The people were about to assume the solemn trust of self-government, and to do this they should be able to understand the wants and duties of a free people.

The condition of the Common Schools was depressed; the number of public institutions for education was few; and the idea of establishing such an institution in this county occupied his thoughts for some time before any measures were taken to accomplish it.

He at first conceived the plan of founding an Academy in the pleasant town where he resided. But the opportunity that presented, as has already been stated, for procuring a suitable building in Leicester, and the coöperation of Col. Davis (of Charlton) in the scheme, induced him to direct his efforts to its establishment in that place, with the zeal and success which I have already had occasion to notice.

By his efforts in this and other benevolent enterprises, and that general revulsion of business which, after the close of the war, proved so disastrous to New England, he became so much embarrassed in his affairs, that he was induced to sell his estates here and remove to Vermont, where he, in company with Gen. Newhall, had purchased a township of land a few years previous. This took place in the winter of 1790-1, and the town, out of respect to its founder, took the name of Craftsbury. In 1792 he resigned his place as a trustee of the Academy, up to which time he cherished and promoted its interests, and shared in its early struggles against the same difficulties which were embarrassing his own affairs.

Here (at Craftsbury) he gathered around him a number of excellent families from Sturbridge and neighboring towns, and a little community was formed, of which he was the acknowledged head.

The Academy is in possession of an excellent likeness of this founder of the institution.

He was a man of great energy and firmness, and, though liberal in his views and sentiments, he was inflexible in the maintenance of principle.

As class after class of hopeful and educated young men have gone out from this Academy to perform their parts in the various departments of life, they have unconsciously been his agents in disseminating principles, upon the maintenance of which depend the permanence and prosperity of the republic itself.

DERBY ACADEMY, HINGHAM.

This Academy was endowed by Madame Sarah Derby. It received from the State a half township of land in the province of Maine in 1803. It has an income from tuition, and productive funds adequate for the maintenance of a successful school.

THE IPSWICH GRAMMAR SCHOOL.

[Principally compiled from Felt's Annals of Ipswich.]

The Ipswich Grammar School was opened within sixteen years of the first settlement in the Plymouth Colony, and within seven years of the first settlement in the Massachusetts Bay Colony. It was coeval with the Boston Latin School. Its tutors were called *feoffees*.

No doubt but that the primitive settlers of Ipswich had their children taught as soon as they had taken possession of its soil. They were deeply impressed with the importance of having the young well educated, as a main support of the political and religious liberty, for which they had exchanged the joys of their native home for the perils, uncertainties, and toils of a wilderness. They judged, and correctly so, that of the two, a portion in virtuous knowledge and in wealth, the former was of much greater value.

Grammar School.—On the records of this school there is the following note, though it has the appearance of having been copied. 1636. "A Grammar School is set up, but does not succeed."

1651, Jan. 11th. The town give all the "Neck beyond Chebacco River and the rest of the ground up to Gloucester line," to the Grammar School. They choose five Trustees of this donation. 16th. This land is leased to John Cogswell, Jr., and his heirs and assigns for ever, for £14 a year; i. e. £4 in butter and cheese, £5 in pork and beef, £5 in corn, at the current price.

1652, Jan. 26th. "For the better aiding of the schoole and the affaires thereof, Mr. Samuel Symonds, Mr. Nathaniel Rogers, Mr. Jonathan Norton, Major Daniel Dennison, Mr. Robert Paine, Mr. William Paine, Mr. Wm. Hubbard, Dea. John Whipple, and Mr. Wm. Bartholomew, weare chosen a committee to receive all such sums of money, as have and shall be given toward the building or maintaining of a Grammar Schoole and schoole master, and to disburse and dispose such sums as are given to provide a schoole house and schoole master's house, either in buildings, or purchasing the same house with all convenient speed, and such sums of money, parcels of land, rentes or annuities, as are or shall be given towards the maintenance of a schoole master, they shall receive and dispose of to the schoole master, that they shall call or choose to that office from time to time, towards his maintenance, which they shall have power to enlarge by appointing from yeare to yeare what each scholler shall yearly or quarterly pay or proportionably, who shall allso have full power to regulate all matters concerning the schoole master and schollers, as in their wisdome they thinke meet from time to time, who shall allso consider the best way to make provission for teaching to write and cast accounts." Mr. Wm. Hubbard gives an acre of land to the school.

1653. Robert Paine gives the use of a dwelling-house and two acres of land to the master. He had built a school-house and given it to the feoffees.

1660. Wm. Paine left by will Little Neck for the same object.

1661. The barn erected by Ezekiel Cheever, and the orchard planted by him, were, after his removal to Charlestown, bought by the feoffees and presented for the use of the master or otherwise.

1662. The town vote to have the persons for ordering the school increased to nine.

1665. The school-house having been repaired, was plastered or "daubed with clay."

1683, Oct. 4th. Robert Paine and his wife Elizabeth give the house and land for the school, to the town.

1696, March 24th. The town grant the school ten acres of marsh at Castle Neck for the house belonging to the school, "seeing it was declared, at a general town-meeting formerly upon division of Plumb and Hog islands, every house should have a lot."

1705. About this year, the school begins to be taught in the town-house, and so continues till 1794.

1714, April 8th. Committees of the town and the feoffees agree, that the town add £25 to the income of the Grammar School and have it a free school, where scholars may be taught in English Studies, as well as fitted for college.

1718, May 8th. Voted that each scholar shall pay 20s. and what this falls short of £60, the town will make up for one year.

1720, March 8th. The town, having become dissatisfied with the small rent, which was paid by the heirs of John Cogswell for the school farm, are about commencing a suit against them. The Rev. Messrs. John Rogers and Jabez Fitch excuse themselves, as feoffees, from having any thing to do with this suit, because they deem it unjust.

1723. The town offer the tenants of the farm, that if they will support the school-master, nothing further shall be done.

1726. The town appear to have ceased from the prosecution and agree to take £14 a year, as previously.

1734. They petition the General Court for a grant of some unappropriated lands, for the use of the school. It was not allowed.

1756, Jan. 22d. The town propose to petition the legislature with the four feoffees, who had the right to appoint their successors, that there be no more than four feoffees, who shall belong to Ipswich and resign if moving away, and that the town choose three of their eldest selectmen, not of the feoffees, to act with them in regulating the school rents. This appears to have been granted.

1761, March 26th. According to a petition of the feoffees, the General Court give them leave to sell about twenty-four acres of land at Brush and Bartholomew hills, Burch Island and Chebacco woods, for the benefit of the school.

1794. About this time, the present school-house was erected by proprietors.

1828, Sept. 19th. On application of the South District, the feoffees voted, that if they will finish the unfinished part of the Grammar School-house, so as to accommodate both schools, and be at half the expense of repairs, and leave it in a proper condition, they shall have a lease of the lower room for twenty-one years. These conditions were complied with.

Income of the Grammar School.—1797, \$139·66,3. 1815, \$205·78,4. 1826, \$165·23½. 1831, \$163·61.

Owing to the increased salary of teachers, the Grammar School has not been kept since 1818, so steadily, and of course has not been so useful of late years, as it was formerly. It would be matter of high satisfaction, if a school so ancient, which received the prayers, charities, and exertions of some, who were among the best of our fathers, could, in some proper way, be kept open constantly, and thereby add to the number of our publicly educated men.

Teachers of the Grammar School.—1650, Dec. 30th, Ezekiel Cheever, to Nov. 1660.

1662, Aug. 1st. Thomas Andrews; died 1683.

1683. Noadiah Russel ; left February 18th, 1687, to preach at Middleton, Connecticut, where he was ordained.

1702. Daniel Rogers, probably began after Mr. Russel left, and seems to have continued till 1716.

1716, Feb. 16th. Ebenezer Gay, salary £56.

1717, June 4th. Benjamin Crocker, £80 O. T., to 1726. Recommended 1746, £120 O. T., to 1753, and again 1759 to 1761.

1726, May 29th. Henry Wise, to June 20th, 1728, £55.

1729, June 20th. Thomas Norton, Jr., to 1740.

1740. Daniel Staniford, to March, 1746.

1753. John Dennis, left 1754 to preach at Charlestown, New Hampshire.

1755, May 6th. Samuel Wigglesworth, Jr., of the Hamlet, to May 2d, 1759.

1761, April 20th. Joseph How. Salary, £33 6s. 8d.

1762, May 17th. Daniel Noyes, £46 13s. 4d, to 1774, and May 24th, 1780, to 1781.

1774, April 15th. Thomas Burnam 4th, £50, to 1779. 1785, Nov. 28, to 1792 and part of 1793. 1806, April 11th, to 1818.

1779, April 5th. Nathaniel Dodge, to 1780, and a short time in 1785.

1781, Oct. 18th. Jacob Kimball, to 1783.

1783. Rev. John Treadwell, to 1785.

1792, April. Daniel Dana, to 1793, £65.

1793, Aug. 8th. Joseph Dana, to 1794.

1794, July 24th. Joseph McKean, to 1796, £80.

1796, May 3d. Samuel Dana, to 1800.

1800, March 25th. Amos Choate, to 1806.

Ezekiel Cheever, who was master of this school from 1650 to 1661, made the Ipswich Free School famous in all the country.

After its long suspension, it is probable this school will be reopened again before long.

BRISTOL ACADEMY.

[From items furnished by ARTHUR DRIVER, Principal.]

With the Act of incorporation of the Bristol Academy, in 1792, was granted a township of land in Maine. The first meeting of the trustees was held Sept. 21 of the same year.

The first preceptor, Mr. Simeon Daggett, Jr., was chosen April 6, 1796, and Miss Sally Cody was chosen preceptress, July 4, 1796. In the summer of the same year, the school was opened in a building

which continued in use till 1851. A subscription of \$6,000 for a new building was raised at this time. The building was dedicated in 1852, with an address by Professor C. C. Felton, afterwards president of Harvard College.

The endowment fund, in part, supports the school.

The apparatus for the illustration of physical science is in good condition.

The government is vested in a board of trustees, from whom an executive committee of three is appointed. The president of the board is Hon. Harrison Tweed.

Of teachers, there are at present three,—a principal, an assistant, and a teacher of the primary department.

WESTFORD ACADEMY.

[Compiled from Sketch by JULIAN ABBOTT, Esq.]

In 1792, several gentlemen of Westford, in the county of Middlesex, Mass., met together and agreed “to form themselves into a society by the name and institution of the Westford Academy.” Articles of “agreement and subscription” were then drawn up and signed by fifty-four individuals, at the head of which stand the names of Zaccheus Wright, John Abbot and Abel Boynton for £30 each, and at the close comes the subscription of the town of Westford by its committee (Joseph Keyes, F. Leighton, Joshua Read) for £120. In addition to the above, Zaccheus Wright gave the further sum of £360 in real estate, the conveyance thereof to be made to the trustees of the Academy as soon as an Act of incorporation should be obtained. These several subscriptions amounted to £978. It should be added that the money subscribed by individuals was raised by a subscription of shares, each share being valued at \$20.

On the 30th of April, 1792, the subscribers met and organized. On the 3d of August following, 1792, the proprietors of Westford school, as they are termed in the records of the Academy, adopted a body of rules and laws for the regulation and governance of the school, in which, among other things, it was provided “that the English, Latin and Greek languages, together with writing, arithmetic and the art of speaking, should be taught, and, if desired, practical geometry, logic, geography and music; that the said school should be free to any nation, age or sex, provided that no one should be admitted a member of the school unless able ‘to read in the Bible readily without spelling’; that there should be two vacations of two weeks each, and one of one week, the latter being the week next preceding the commencement of Harvard College”; also various regulations respecting the morals and deportment of the pupils.

The Act of incorporation specifies that over £1,000 had been given by various parties for the establishment of the Academy, although the records of the early meetings of the subscribers specify only the gifts first mentioned.

In May, 1797, a committee of trustees was appointed to attend to and investigate the interest of the corporation in a late grant of land in the district of Maine. This grant of land consisted of half a township, which was sold not long after for \$5,810, as appears by report of the committee. The tract consisted, as stated in their report, of 11,520 acres, and it was sold for fifty cents per acre.

The first meeting of the trustees under the Act of incorporation was held on the second day of April, 1794, at the house of Mr. Joel Abbot, and was continued by several adjournments to the 21st of July following. At this meeting, the arrangements appear to have been completed, or nearly so, for the orderly working of the institution. At this meeting, Mr. Levi Hedge was requested to have a public exhibition on the 4th of July. This is the first notice or intimation on record of his being in office as teacher or preceptor. Such exhibitions seem to have been continued for many years, and tradition says they were attended with great *eclat*.

In tracing the history of the Academy, the names of some prominent men connected with its history have occurred, and it would seem to be a fitting occasion to notice them at greater length did space permit.

First among the early promoters of this literary enterprise stands the name of Zaccheus Wright. His interest in the Academy is evinced by the liberality of his gifts, and the estimation in which he was held is apparent from the fact that he was elected the first president of the board of trustees, and was annually reelected to that office till 1808, when he declined further service. He died in 1811, highly respected by his fellow-citizens, whom he had long and often served in various capacities. Long after his decease, his name continued to be mentioned with respect, as one of the best and most public-spirited men that Westford had produced. He is said to have been a man of uncommon size, weighing perhaps two hundred and fifty pounds, or even more, yet active and agile, constantly superintending his farm, and capable when occasion called of chasing a flock of sheep as nimbly as the most lithe and youthful of his servants.

Next, perhaps, in prominence among the founders and friends of the Academy, comes James Prescott, Jr. At the time when the Academy was started, he was residing in Westford as a lawyer, but removed early in this century to Groton, where he lived till his death, in 1829. For many years he filled the office of secretary to the trustees, in which he was succeeded by the Rev. Caleb Blake. He was

president of the Board from 1815 till 1827, when he declined a reelection. He was possessed of a strong mind, was a graduate of Harvard College in 1788, was respectable as a scholar, and was a sound lawyer. He continued to take a deep interest in the affairs of the school which he had helped to originate.

Levi Hedge, the first preceptor of the Academy, graduated at Cambridge in 1792, and came to Westford with a high reputation as a scholar, and left the place two years after with an equally high reputation as a teacher. He returned to Cambridge to take the place of a tutor in Harvard College, and after several years was promoted to a professorship of logic and metaphysics. Though not eminent as a writer or thinker, he was somewhat famed as a teacher and disciplinarian. His interest in the Academy never abated. He was chosen a trustee in 1802, and resigned in 1844 in consequence of growing infirmities. It was well known in College that when the annual meeting of the trustees came, he would give his class a day,—“a miss,” as they delighted to call it,—whilst he enjoyed no less the pleasure of visiting a spot endeared to him by many agreeable associations. In later years he was commonly known as *Dr. Hedge*, having received the honorary degree of LL. D., which his long service in the cause of letters well merited.

John Abbot, eldest son of John Abbot, one of the original corporators of the Academy, graduated at Harvard University in the class of 1798, a class distinguished for talent, and in which he took a high collegiate rank. He immediately became preceptor of the Academy, and held that place for two years. He then studied law, and opened an office in Westford, and soon after was chosen a trustee; and on the decease of Mr. Carver was made treasurer, as before stated, which office he held for fifty years, less three or four months. To his careful management and prudent foresight the institution is chiefly indebted for its present funds. During his long administration, they increased nearly or quite threefold. The Academy had no wealthy patrons, like its neighbor and rival institution, the Academy at Groton, but depended for the increase of its means on small but carefully husbanded accumulations. It was the aim of the treasurer to save something from the annual interest of the funds, to be added to the principal, and almost every year's report showed some increase in their amount. The trustees had implicit confidence in his integrity, fidelity and skill, and rarely interfered, if ever, with his plans. During this long period his services were rendered gratuitously to the institution, whose welfare he had so much at heart; and he will always be remembered as one of its staunchest friends. He was also distinguished as a member of the Masonic Fraternity. He was twice Grand Master of the

Royal Arch Chapter of Freemasons of Massachusetts, and in that capacity laid the corner-stone of the Bunker Hill Monument.

It is but proper, in passing, to take some notice of that preceptor whose term of service was the longest of the whole line of teachers. Nahum H. Groce was a native of Sterling, Mass., but his family removed to Salem. He graduated at Cambridge in 1808, and came immediately to Westford as principal of the Academy, and remained in that office till 1822, when he became a farmer in Westford, where he died in 1856. It was his misfortune, at the age of fourteen, to meet with an accident which made him a cripple for life. After years of intense suffering consequent upon this accident, he fitted for College, and, by his own exertions and the aid of friends, worked his way through. His lameness was such as to deprive him of the use of his right foot, and compelled him to use a crutch. It made him morbidly sensitive, perhaps at times irritable. But he was generally liked by his pupils, to whose instruction he devoted himself with great industry and fidelity. His judgment was clear and penetrating, and he was perfect master of all the branches he attempted to teach. His retiring habits, and critical judgments, and somewhat severe tastes rendered him less popular than some who have preceded and followed him; but he had a higher and well-deserved reputation as a teacher. His school was almost always full. Sometimes he had in one term and at one time sixty or more pupils whom he taught without assistance, or only such aid as he occasionally sought from some of the older and more advanced members of the school. It was not till 1819 or 1820 that he had any regular assistant. About that time Miss Susan Prescott, daughter of the Hon. James Prescott so often mentioned heretofore, was the first female assistant employed in the Academy, and her instructions were confined solely to the female classes. She was justly regarded as an accomplished teacher; but she held that position only two successive summer seasons. She subsequently became the wife of John Wright, Esq., of Lowell, who was also the successor of the late Judge Charles P. Huntington of Boston, as principal of the Academy.

Principals.

Began.					Ended.
1792,	.	*Levi Hedge, LL. D.,	.	Harvard,	1794
1794,	.	*Samuel Thatcher,	.	Harvard,	1795
1795,	.	*Amos Crosby,	.	Harvard,	1798
1798,	.	*John Abbot,	.	Harvard,	1800
1800,	.	*William Warren,	.	Dartmouth,	1802
1802,	.	*Benjamin Stone,	.	Harvard,	1803
1803,	.	*Henry Putnam,	.	Harvard,	1804
1804,	.	*Benjamin Ames,	.	Harvard,	1805

* Deceased.

Began.			Ended.
1805,	*Joseph Hovey,	Harvard,	1806
1806,	*Benjamin Burge,	Harvard,	1807
1807,	*Joseph Tufts,	Harvard,	1808
1808,	*Nahum H. Groce,	Harvard,	1822
1822,	*Chas. P. Huntington,	Harvard,	1823
1823,	*John Wright,	Harvard,	1825
1825,	Allen Putnam,	Harvard,	1827
1827,	*Chas. R. Kennedy,	Harvard,	1828
1828,	*Ephraim Abbot,	Harvard,	1837
1837,	*Claudius Bradford,	-	1839
1839,	Edmund B. Wilson,	-	1839
1839,	John Kebler,	Harvard,	1841
1841,	Henry C. Kimball,	Harvard,	1842
1842,	Francis L. Capen,	Harvard,	1843
1843,	James Dinsmore,	Dartmouth,	1845
1845,	Henry C. Kimball,	Harvard,	1847
1847,	William Cushing,	Harvard,	1850
1850,	Chas. H. Wheeler,	Bowdoin,	1851
1851,	Samuel H. Folsom,	Dartmouth,	1853
1854,	Luther E. Shepard,	Dartmouth,	1857
1857,	John D. Long,	Harvard,	1859
1859,	*Jacob A. Cram,	Harvard,	1860
1860,	Addison G. Smith,	Harvard,	1861
1861,	Richard Stone,	Harvard,	1863
1863,	*Albert E. Davis,	Harvard,	1868
1868,	John F. Hillis,	Harvard,	1868
1868,	Charles O. Whitman,	Bowdoin,	1872
1872,	William E. Frost,	Bowdoin,	

The government and general management of the school is left very much to the principal for the time being, subject, of course, to the supervision and control of the trustees.

The average attendance per term may, perhaps, be stated at forty-five or fifty. It varies with the seasons, and still more with the popularity of the teachers, as well as with the popularity of neighboring schools and Academies. This latter circumstance has now and long has had a material influence on its prosperity. Whilst many such have been established or opened within the present century, some have flourished and some have not; but the bare multiplication of them has doubtless had some effect to retard the growth of this. It has, however, endeavored to hold on the even tenor of its way, aiming to meet the wishes of its friends and achieve the primal objects of its foundation, undisturbed by jealousies or petty rivalries.

Present Condition.—The Academy is located in Westford Centre, eight miles from Lowell, on a height of land commanding an exten-

sive prospect of beautiful natural scenery. The town is remarkably free from everything which can tempt the young to evil habits and neglect of studies, and is easy of access from all directions by railroad.

Candidates for admission are required to pass a satisfactory examination in reading, spelling, the outlines of political geography, parsing plain English prose, and in written arithmetic through common fractions.

Candidates are admitted to advanced standing if found to be well versed in the past studies of the class they desire to enter. Special attention is given to those who wish to fit for College.

Apparatus.—Apparatus is provided for experiments in natural philosophy and chemistry. There are also outline maps for the use of classes in ancient and modern geography. The school library contains valuable works for reference.

Examinations, Etc.—A public examination of the various classes is held at the close of each term. The rank, deportment and attendance of each scholar, for the term, is then exhibited to parents and visitors. Three written examinations are held during each term.

Expenses.—Tuition for English branches, and ancient and modern languages, \$6 per term. Extra charge is made for instruction in drawing and music. Board, including room and washing, varies from \$4 to \$5 per week.

WESTFIELD ACADEMY, WESTFIELD.

[Compiled from historical address of Hon. Wm. G. BATES, on laying of corner-stone of the new building, July 31, 1857.]

The Act of incorporation of Westfield Academy was passed June 17, 1793. On the first day of January, 1800, the building was dedicated by religious observances.

The preamble to the Act of incorporation was in the following words:—

“Whereas, The encouragement of literature among the rising generation has ever been considered by the wise and good as an object of the most serious attention, and as the prosperity and happiness of a free people greatly depend upon the advantages arising from a pious and learned education, etc.

“Be it enacted, etc.: That there be and hereby is established in the town of Westfield . . . an academy . . . for the purpose of promoting piety, religion and morality, and for the instruction of youth in such languages, and such of the liberal arts and sciences, as the trustees shall direct; and the Hon. William Shephard, Samuel Fowler, and Samuel Mather, Esquires;

Warbam Parke, David Mosely, and Abel Whitney, Esquires; Rev. Joseph Lathrop, Rev. Solomon Williams, Rev. Noah Atwater, Rev. Bezaliel Howard, Rev. Isaac Clinton, Rev. Joseph Badger, Hon. Samuel Lyman, Esq., Justin Ely, Esq., and Jonathan Judd, Jr., Esq., be and they hereby are appointed trustees of said academy."

Buildings and Grounds.—The present High School building at Westfield consists in part of the old Academy building, a wooden structure, and in part of the new Academy, of brick, erected in 1857. The Academy grounds were about one-fourth of an acre in extent.

Means of Support.—The institution received an appropriation from the town of Westfield of £600 (\$2,000) in advance of the Act of incorporation, and \$1,000 additional was subscribed by the citizens. Subsequently the State set apart a half township of land in the Province of Maine as a grant to the Academy. The proceeds of this grant, with accrued interest, constitutes a considerable part of the present fund of the Academy, and is that which contributed for so long a time to sustain its operations,—the amount raised by the town and contributed by private individuals having been expended in the erection of the original building, which even now gives evidence of great architectural beauty.

In the year 1857 a new building was erected in front and adjoining the edifice. In response to a resolution presented to the board of trustees by Hon. Wm. G. Bates, a circular was addressed to the citizens of Westfield and to former pupils of the institution, soliciting a subscription of \$10,000 for the erection of the building and for the repairing of the old structure. The \$10,000 was soon raised. At this time the old fund amounted to \$5,000. Just previous to this, a bequest of \$5,000 had been made to the Academy by Mr. Stephen Harrison, an intelligent, practical farmer, with whom scientific agriculture was a passion, and who desired to elevate the calling to the dignity of a science. That fund was subsequently increased by the town, in its corporate capacity, in the sum of \$5,000, with a view to the establishment of an agricultural department to be connected with the Academy.

A few years since the Academy property was sold to the town, and a High School was established, which is still occupying the buildings and grounds, the Academy itself being in a state of suspension.

Aside from the agricultural fund, which is not vested in the trustees of the Academy, the present invested funds are \$60,000. And this sum will be materially increased, as is confidently expected, as soon as a feasible plan can be devised for furthering the objects contemplated in the appropriation and accumulation of the original funds. A

site for a new building, valued at \$10,000, has been bequeathed to the Academy by the Hon. William G. Bates.*

Work Accomplished.—"It would be an interesting inquiry," says Mr. Bates, "to consider the influence of academical instruction upon the cause of education in New England. At the time of their establishment, our Common Schools might well be termed, in comparison with the present, not only common, but unclean. The standard of education for a teacher was low. Wages were grossly inadequate, and inadequate wages always ensure poor workmen, either in mind or matter. Reading was an exercise of the lungs rather than of the intellect, spelling was taught from a book, grammar was learned by rote, and the principles of arithmetic were rarely unfolded to the minds of the pupils. And yet between such a school and the College there was, except the Academy, no middle ground. An Academy, therefore, at this place and at that time, was felt to be a great public want; and when its portals were thrown open, hither flocked the youth of both sexes, not only from our own, but from other and distant States. Over *eight thousand* persons, at different times, have been members of this institution, and they have gone out from here to the remote countries of the habitable globe. They have penetrated to China, to the Sandwich Islands, to Asia Minor, to Persia, to San Domingo, to Cuba, to Buenos Ayres, to Peru and Chili, to Mexico, to Central America, to Australia, to Washington and Oregon territories, and California. They pervade the Canadas, and to a greater or less extent, they are found in every State in our wide-spread Union. Wherever industry is to be developed, or commerce spreads her wings, or mind asserts its supremacy over matter, they are there. In all our large commercial cities,—in Boston, New York, Philadelphia, New Orleans, St. Louis, Chicago, Cincinnati, Cleveland, Buffalo, Albany and Troy,—in all the stations and departments of society, in the fields of mechanical industry, of commerce and agriculture, in the pulpit, at the bar and on the bench, there are to be found the graduates of Westfield Academy. And it is but the truth to declare of them, that the bright glow of successful enterprise has been attempered and shaded down by the softening dews of intellectual and moral refinement."

The government of the Academy was vested in a board of fifteen trustees, who, with their successors in office, make a list of

* Mr. Bates has been for many years a warm friend and patron of the school. To his sagacity the educational interests of the State at large are greatly indebted, he having been an influential member of the Board of Education during the important period of the inauguration of the system of the State Normal Schools, and a zealous defender of the principle that the art of teaching can be taught, which was involved in their establishment.

persons the most honored and intelligent citizens of the town and vicinity.

The following table exhibits the names of the preceptors, with dates of their service :—

Began.	Preceptors.	Began.	Preceptors.
1800.	Peter Starr.	1825.	Emerson Davis.
1801.	Henry C. Martindale.	1826.	Emerson Davis.
1802.	Lyman Strong.	1827.	Emerson Davis.
1803.	Alfred Perry.	1828.	Emerson Davis.
1804.	Horatio Waldo.	1829.	Emerson Davis.
1805.	Horatio Waldo.	1830.	Emerson Davis.
1806.	Theodore North.	1831.	Emerson Davis.
1807.	Sylvester Selden.	1832.	Emerson Davis.
1808.	Francis L. Robbins.	1833.	Emerson Davis.
1809.	Francis L. Robbins.	1834.	Emerson Davis.
1810.	Samuel M. Emerson.	1835.	Emerson Davis.
1811.	Samuel M. Emerson.	1836.	Joseph Pettee.
1812.	Francis L. Robbins.		Amos S. Chessbrough.
1813.	Alfred Stearns.	1837.	Ariel Parish.
1814.	Charles Jenkins.	1838.	William W. Woodworth.
1815.	Charles Jenkins.	1839.	Ariel Parish.
1816.	Charles Jenkins.	1840.	Ariel Parish.
1817.	Stephen Taylor.	1841.	Ariel Parish.
1818.	Flavel S. Gaylord.	1842.	Ariel Parish.
1819.	George W. Benedict.	1843.	Ariel Parish.
1820.	Elnathan Gridley.	1844.	Ariel Parish.
1821.	Alvan Wheeler.		Hubbard Beebe.
1822.	Emerson Davis.		William C. Goldthwait.
1823.	Parsons Cook.		Ephraim Flint.
1824.	Emerson Davis.		Moses Smith.

LAWRENCE ACADEMY, GROTON.

[By REV. C. HAMMOND, MONSON.]

Lawrence Academy was incorporated by the Legislature of Massachusetts, with the title of "Groton Academy," in an Act which passed September 25, 1793. Its present name was conferred by the Legislature of 1846, by application of the trustees, in honor of its two greatest benefactors, William and Amos Lawrence, natives of the town of Groton.

The motives which led to the founding of Groton Academy were well set forth in the following extract from a speech made by the late Hon. Abbott Lawrence, at the jubilee festival of Lawrence Academy, in 1854 :—

"About the year 1792, a want of education of a higher character than could be obtained at the common District Schools, was sensibly felt. The

men who achieved our independence were not unmindful of the education of their children. They were poor in purse, but rich in public spirit, justly believing that civil liberty could not be sustained without education, liberty and law."

No historical statement more truly reflects the opinions and motives of those who were concerned in the establishment of the early Academies of Massachusetts, than these golden words of Abbott Lawrence.

It was well understood that no Academy would be incorporated or endowed by the Legislature, unless suitable buildings were provided for the proposed seminary. Hence the people of Groton raised by subscription the sum needed for the Academy structure, a few shares being contributed in Pepperell, an ancient precinct or parish of Groton. In aid of the enterprise the town of Groton voted that the town treasurer should give his note for two hundred pounds, the interest of which should be annually paid, with the understanding that the principal should never be demanded. The town voted to withhold the appropriation after a few years.

The aid of the State was received in 1797, in the grant of a half a township of land in the Province of Maine. This land was sold for \$5,760. The price of tuition previous to 1795, was one shilling a week. In the best home or family schools of that time, the expense of board and tuition for boys fitting for College, was a crown a week. The tuition in Lawrence Academy, from 1795 to 1810, was twenty cents a week; and from 1810 to 1830, it was twenty-five cents a week. The salary of the second principal, Henry Moor, was \$400 a year; and for twenty years later it probably did not exceed, for the best teachers, \$500.

It would seem that, with an endowment of less than \$6,000, it would be impossible to have a good school, but the fact was otherwise. According to the standard of the times, the school had a high repute, and though never large in numbers, in the early decades of its history it was favored by a patronage of good quality.

Trustees and Policy.—The abundant success which crowned the efforts of trustees and teachers of Groton Academy, during the first twenty years of its history, is an evidence that able men guided its administration during that period. This conclusion will be sustained by a brief notice of some of the most distinguished of the trustees who served during the seven years prior to the beginning of the present century, the list of whose names is as follows:—

Accessus.				Exitus.			
1793,	.	Hon. Oliver Prescott, M. D.,	.	Groton,	.	.	1804
"	.	Rev. Daniel Chaplin, D. D.,	.	"	.	.	1817
"	.	Rev. Zabdiel Adams,	.	Lunenburg,	.	.	1801
"	.	Rev. Phineas Whitney,	.	Shirley,	.	.	1819

Accessus.				Exitus.
1793,	Rev. John Bullard,	Pepperell,	1821	
"	Rev. William Emerson,	Harvard,	1801	
"	Hon. Josiah Stearns,	Lunenburg,	1811	
"	Col. Henry Bloomfield,	Harvard,	1811	
"	Hon. James Winthrop, LL.D.,	Cambridge,	1796	
"	Col. Henry Woods,	Pepperell,	1804	
"	Major Joseph Moors,	Groton,	1794	
"	Dr. Oliver Prescott,	"	1813	
"	Hon. Samuel Dana,	"	1796	
"	Hon. Timothy Bigelow,	"	1813	
1794,	Samuel Lawrence, Esq.,	Groton,	1827	
1795,	James Brazer, Esq.,	"	1818	
1796,	Rev. Nathaniel Thayer, D. D.,	Lancaster,	1803	
1799,	Joshua Longley, Esq.,	Shirley,	1814	

Hon. Oliver Prescott and his son, both of whom appear in the above list of the original members of the corporation, belonged to a family illustrious in New England in the annals of heroism and literature. Both were liberally educated, both were physicians of great eminence and practice, and both filled responsible offices in the service of the State. Dr. Prescott the elder, was a brigadier-general in the War of the Revolution.

Samuel Dana and Timothy Bigelow were among the distinguished lawyers of their day. The former was chief justice of the court of common pleas, president of the Senate of Massachusetts, and a member of Congress. The latter was often a member of both branches of the Legislature, and for eleven years speaker of the House of Representatives.

James Brazer was a citizen of Groton of great social influence. He lived very near the Academy, and made the first considerable benefaction to its funds in the form of a legacy.

But the most efficient of all the early trustees were Rev. Dr. Chaplin and Samuel Lawrence, Esq.

Deacon Samuel Lawrence was a most estimable and useful citizen, a projector and constant friend of the seminary, which was destined to bear his own name as a monument of his virtues, through the benefactions of his sons, who imitated his example of earnest devotion to its interests according to their ability. Like Judge Phillips of Andover, he was a most zealous Whig in the Revolution.

He was ploughing his paternal acres when the news of the attack on Concord came. He loosed his horse from his plough and rode rapidly through Groton and the adjoining towns, spreading the alarm and summoning the militia to assemble. Mr. Lawrence was married during the war, in 1777. "While the ceremony was in progress, the tolling of the bell summoned the minute-men to assemble at the church

for instant service. The moment the rite was concluded he parted from his bride and friends and hastened to Rhode Island."

He had three sons, Amos, William and Abbott, who, like the three Phillips brothers of Andover, became prominent as merchants and as the patrons of learning.

The sum of \$25,000 was given by Amos Lawrence to the Academy for various objects, such as the purchasing and enlarging of buildings and grounds, library, cabinets, and apparatus. His brother William gave \$45,000 as an endowment and \$5,000 for other general purposes.

The youngest brother, Abbott Lawrence, was the founder of the Lawrence Scientific School, at Cambridge, to which he gave \$100,000.

A relative of Abbott Lawrence, Hon. John P. Bigelow, a native of Groton, and mayor of the city of Boston, devised a legacy to the Academy of \$10,000. The dormitory erected in 1864 was named for him Bigelow Hall.

Among the recent benefactions of the Academy must be mentioned the subscriptions of the citizens of Groton, and friends of the institution, for the erection of the new Academy building in 1871, to take the place of the ancient structure destroyed by fire, July 4, 1868. Of these subscriptions Hon. Amos A. Lawrence of Boston gave one-half of the whole expenditure, amounting to nearly \$23,000.

The general feeling of the Lawrence family in regard to their favorite institution, is well set forth in a letter of Amos Lawrence to the trustees, presenting a cabinet of medals, in which he wrote as follows:—

"I present these medals to the institution in the name of my grandsons, Francis William and Arthur Lawrence, in the hope and expectation of implanting among their early objects of regard this school, so dear to us brothers of the older race, and which was more dear to our honored father, who labored with his hands and gave from his scanty means in the beginning much more than we are required to do, if we place it the head of this class of institutions by furnishing all it can want."

Cotemporary with Deacon Samuel Lawrence was Rev. Daniel Chaplin, D. D., an original trustee, an excellent scholar, and one of the leading divines of his day. He was born at Rowley, December 30, 1743, and entered Harvard late, at twenty-six years of age. He was fitted for college under Master Moody, at Dummer Academy. He was a fellow-student at Dummer Academy with Judge Phillips and Eliphalet Pearson, and afterwards at Harvard, where they graduated in successive classes,—Phillips in 1771, Chaplin in 1772, and Pearson in 1773.

After his settlement at Groton, January 1, 1778, Dr. Chaplin was elected the first principal of Phillips Exeter Academy, but declined. This appointment is evidence of his high character and scholarship in the opinion of the founders of the Phillips Academies. There is no

doubt but that Dr. Chaplin was intimately acquainted with the project of Judge Phillips in founding Phillips Academy at Andover, and of his desire, as expressed in its constitution, "that its usefulness may be so manifest as to lead the way to other establishments on the same principles." He must have been a most careful observer of the results of the school at Andover during the thirteen years which elapsed before the founding of Groton Academy in 1793; and certainly there was no man then living in the State who could better appreciate the local and general benefits which would accrue from the establishment of a similar institution at Groton.

Principals and Assistants.—The following is a list of those who have held the office of principal, with the dates of their appointment, and the places of their birth and graduation:—

Accessus.

1793.	Samuel Holyoke,	Salem,	Harvard.
1794.	Henry Moor,	Londonderry, N. H.,	Dartmouth.
1796.	Rev. Timothy Williams, . .	Woodstock, Conn.,	Yale.
1797.	Hon. Asahel Stevens, LL.D.,	Lunenburg, . . .	Harvard.
1798.	Leonard Mellen,	Cambridge, . . .	Harvard.
1799.	Hon. Wm. M. Richardson, LL. D.,	Pelham, N. H., . .	Harvard.
1802.	Caleb Butler, Esq.,	Pelham, N. H., . .	Dartmouth.
1810.	Rev. Isaac Jones,	Hopkinton, . . .	Williams.
1811.	Rev. Samuel Woodbury, . .	Acworth, N. H., . .	Dartmouth.
1812.	Caleb Butler, Esq.,	Pelham, N. H., . .	Dartmouth.
1815.	Rev. Abel Conant,	Milford, N. H., . .	Dartmouth.
1819.	Ephraim Sherman,	Sudbury,	Harvard.
1821.	Rev. Eber Child,	Thetford, Vt., . .	Dartmouth.
1823.	Rev. David O. Allen, D. D., .	Princeton,	Amherst.
1824.	Asa F. Lawrence, Esq., . . .	Groton,	Harvard.
1826.	Elizur Wright,	Hudson, Ohio, . .	Yale.
1828.	Rev. George Beecher,	Litchfield, Conn.,	Yale.
1830.	James Townner,	Willsboro', N. Y.,	Univ. Vt.
1836.	Rev. Horace Herrick,	Peacham, Vt., . .	Dartmouth.
1840.	Rev. Ezeziel Barstow,	Kingston, N. H., . .	Dartmouth.
1844.	Rev. Moses H. Wells,	Deerfield, N. H., . .	Dartmouth.
1845.	Rev. James Means,	Amherst, N. H., . .	Bowdoin.
1852.	Rev. Charles Hammond, . . .	Union, Conn., . .	Yale.
1863.	Rev. William Hutchison, . .	Chester Co., Penn.,	Yale.
1865.	Alfred B. Miller,	Kattelville, N. Y.,	Yale.
1867.	Rev. William P. Aiken, . . .	Fairhaven,	Yale.
1871.	Rev. James Fletcher,	Acton,	Dartmouth.

Previous to the appointment of Mr. Means, all the incumbents of the office of principal were elected soon after graduation and before they studied a profession. Mr. Butler was preceptor of the Moor Charity School, at Hanover, N. H., two years before his accession.

Those who served for a longer period than others were Mr. Butler for eleven years, with an interruption of two years, and Mr. Hammond eleven years continuously. Mr. Means served six years. Mr. Fletcher, the present incumbent, has served five years, and all the others for a less time. Mr. Miller served seven years as an assistant, and then two years as principal.

Mr. Stearns became distinguished as a lawyer; was a member of Congress one term, and twelve years professor of law in Harvard University.

Mr. Richardson was a lawyer of distinction in Groton, a representative in Congress two terms, and chief justice of New Hampshire.

Dr. Allen served as a missionary at Bombay twenty-six years, and was the author of a learned work on the history of India.

Caleb Butler is a name which must always be conspicuous in the history of Lawrence Academy, and of the town of Groton. Succeeding his friend and fellow-townsmen, Judge Richardson, he soon became known as one of the best instructors of that period. He graduated at Dartmouth in 1800 with the highest honors of his class, and was immediately appointed by President Wheelock as Master of Moor's Charity School. Among his pupils at Groton were many who became distinguished in every honorable calling and profession. After his career as an instructor was closed, he spent the remainder of his life in Groton, in the practice of his profession as a lawyer, and in various civil offices and employments. He was always interested in literary and scientific pursuits. During the last year of his life, he read the entire works of Horace, with all the Latin notes and excursus of the Delphini edition, using constantly and critically, as a reference, the standard edition of Doering. The year previous, he read Virgil entire, in the same thorough manner. He had not read Horace since his College days,—more than a half-century previous. In May, 1854, a few months previous to his death, he calculated the great eclipse of the sun of that year, and made most careful observations to observe that event. In July following occurred the jubilee festival of Lawrence Academy, at which he delivered an address, listened to with the greatest interest by the old graduates, who were present in great numbers to greet their venerable instructor. The generation with whom he was then living had never known him as a teacher, but only as a useful citizen, as the historian of the town of Groton, and as the faithful legal adviser of the widow and the orphan, whose interests were often intrusted to his care. But on that jubilee festival, the great and honored of the land came from distant places to visit the scenes of their early youth, and pay a tribute of respect to their early teacher. So great had been the changes of the town in the lapse of fifty years, that one of the alumni said, "There was nothing remaining

but Mount Wachusett in the distance, and Caleb Butler on the spot."

At the dinner-table, Mr. Butler gave his address, in which he presented the striking "contrasts of the old times and the new." At the close, he addressed a few valedictory words to his own pupils, who all rose up before him to receive his last benediction. Among them were Hon. Abbott Lawrence, Hon. Amos Kendall, Rev. James Walker, president of Harvard College, Hon. Joel Parker, professor in the Harvard Law School, Hon. John P. Bigelow, Rev. Dr. Bigelow, and very many others. "It was a touching sight," said Mr. Means, in his account of the festival, "to behold persons so greatly distinguished taking this respectful attitude before the gray-haired teacher of their early years."

A few days later, Mr. Butler, with his partner, was permitted to celebrate their "golden wedding." In the month of September following, his fatal sickness was induced by an accidental fall from one of his fruit-trees in the garden. In the early part of his sickness, before a fatal termination was apprehended, he remarked that the lot of Horace was his own, in being nearly killed by a similar accident; and he quoted the imprecations of the poet, in the Odes, against the tree which had so nearly taken the life of its owner. He died October 7, 1854, aged seventy-eight.

The accession of Rev. James Means to the principalship, in 1845, marks the beginning of a new financial era in the history of the school. No teacher ever entered a sphere of labor under a greater inspiration to faithful effort, and a prosperous administration fully justified his appointment.

At the jubilee festival of 1854, Mr. Means was the orator of the occasion, and gave a full account of the benefactions of William and Amos Lawrence, made during his connection with the institution. Mr. Means was a near relative, by marriage, of Mr. Amos Lawrence, and he was made fully acquainted with, and entered into all the plans of renovation and enlargement, formed by Mr. Lawrence in relation to the Academy.

To the historical sketches of Mr. Butler and Mr. Means, also to the Life of Amos Lawrence, by his son, and to the eulogy of William Lawrence, by his pastor, Rev. S. K. Lothrop, D. D., of Boston, reference must be had for the details of benefactions lavished on Lawrence Academy by liberal hands and hearts.

Not until 1808 was any assistant teacher employed, when Miss Susan Clapp of Woburn was appointed. Miss Susan Prescott, a teacher of great reputation, served from 1821 to 1823. Miss Clarissa Butler was preceptress in 1833, and also from 1837 to 1840. Since then the office of preceptress has been continued without interruption.

In 1840 the first College graduate was appointed as an assistant. From that period the office has been filled without interruption. Eleazur J. Marsh served seven years as a teacher of mathematics. Alfred B. Miller was a teacher of mathematics for seven years, and then served as principal two years, when, in 1867, he was elected tutor of mathematics in Yale College. Associated with Mr. Miller, as his assistant, was B. K. Emerson, now professor of geology and zoölogy in Amherst College.

Buildings and Grounds.—The site of Lawrence Academy is one of surpassing beauty. The grounds, containing two or three acres, are contiguous to a public park, and front a fine street lined with noble elms. No Academy in the State has a broader landscape, except Phillips at Andover. From halls and student homes, so pleasantly situated, every prospect pleases, near and distant.

The first Academy, built in 1793, was greatly enlarged in 1846, by the aid of a liberal donation of William Lawrence. This structure was accidentally destroyed by fire, July 4, 1868. A beautiful brick edifice was erected on the old site, at an expense of \$23,000. It was dedicated June 29, 1871. The address on that occasion was delivered by Rev. Charles Hammond, principal of Monson Academy, who was a former principal of Lawrence Academy.

Bigelow Hall, a dormitory, was built in 1863, at an expense of \$10,000.

Two large dwelling-houses are situated on the Academy grounds, one of which was the donation of Amos Lawrence, for the use of the principal.

Course of Instruction.—The studies of the institution have varied greatly with the progress of the times. For the first twenty-five years, it was deemed possible for one teacher to give all the instruction needed to fit boys for College, and teach classes in English studies besides, with little or no assistance.

Down to the close of Caleb Butler's administration, geography, English grammar and advanced arithmetic were taught in nearly all the New England Colleges, and the amount of classical attainments required for graduation, would hardly admit candidates for the University at the present time. Nearly all the so-called scientific studies have been introduced into Academies since 1830. Now the Academy curriculum is more extensive in the number and kinds of study than was that of the College at the beginning of the century. English grammar and rhetoric, introduced at Harvard by Professor Eliphalet Pearson, and at Yale by President Dwight, when he was a tutor, were first taught at Groton Academy by Preceptors Butler and Richardson, near the beginning of the present century. Algebra and geometry

were almost wholly confined to College courses of study until 1825. The same was true of natural philosophy and chemistry.

Number of Alumni and Graduates of Colleges.—The whole number of pupils connected with the school from the beginning, in 1793, is seven thousand six hundred and twelve, of which about sixty per cent. have been males and forty per cent. females.

A general catalogue was published in 1854, the year of the Jubilee Festival. This catalogue was prepared by Miss Clarissa Butler, recently deceased, a daughter of Preceptor Butler, and herself a teacher in the Academy for several years. She subsequently kept careful memoranda of every fact which her unwearied interest could gather respecting the history of the school and its alumni.

It is estimated that nearly two hundred of the alumni have received degrees at the different Colleges of our land. Of these, several have been presidents and professors of Colleges, ten have filled important judicial stations, two have been United States senators, six have been representatives in Congress, one was minister at the Court of St. James, two governors of Massachusetts, one Postmaster-General of the United States, two Secretaries of the Treasury, and many have been members of the learned professions, and filled important trusts in honorable callings and pursuits.

Library and Apparatus.—The Academy has a library of twenty-five hundred volumes, and a good apparatus for the illustration of the physical sciences. Some parts of the collection are of excellent quality.

Present Condition.—The annual catalogue of 1875 shows an attendance of one hundred and eight pupils, under the charge of a principal and three assistants.

NEW SALEM ACADEMY, NEW SALEM.

[Compiled from Sketch by E. E. STRATTON, M. A.]

This Academy has been in active operation for about eighty years. Its early history is, in brief, as follows: On the 14th of January, 1793, an article was inserted in a warrant for a town meeting in New Salem, to see what disposition should be made of an old meeting-house. Upon this article a committee was chosen to report at a subsequent meeting on the expediency of erecting an Academy, and raising a fund for its support. The report of this committee contained the following sections; viz.,—

First. That the town should move the old meeting-house to the north-east corner of the common, and repair it so as to be suitable for an Academy and town house (the latter on the second floor, the former on the first).

Second. That the selectmen be directed to ask the General Court, in behalf of the town, for leave to set up an Academy, etc. A petition was accordingly sent to the Senate and House of Representatives on 1st of June, 1793. An Act establishing said Academy passed the House February 24, and the Senate February 25, 1795. The building was completed according to the vote of the town, and the trustees took possession of their apartments. On the 4th of October, 1837, the building was destroyed by fire. The following year another edifice was erected, to be used solely as an Academy.

Various donations have been received, until there are now two boarding-houses connected with the institution, which afford excellent accommodations for sixty students.

Among the donations which have been received lately should be mentioned that of Ira Stratton, Esq., of Cambridge, Massachusetts, who, in 1856, bequeathed \$1,000; also that of the Commonwealth, which gave \$10,000,—\$5,000 unconditionally, and \$5,000 on condition that \$5,000 more should be raised by subscription. This condition was complied with in 1870.

Course of Study.—*First Year*: Latin grammar and reader, advanced arithmetic, physical geography, English grammar and analysis, book-keeping, algebra. *Second Year*: Higher English, Virgil, rhetoric, natural philosophy, physiology, geometry. *Third Year*: Mental science, moral science, chemistry, geology, astronomy, botany, English language, English literature.

Thoroughness is aimed at in every study. It is a constant endeavor to see *how well* the scholar understands what he has gone over; but little attention is paid to *how much*. No special period is allotted for the completion of any study, but the student is advanced as fast as his own best interests will allow.

No examination or previous course of study is required for admission to this Academy, but all students are received who pay the prescribed tuition and promise to comply with the rules of the institution.

There is a lyceum which has been long established, and is maintained by the students. The older ones fill the offices, and nearly all take part in the exercises. Officers are chosen every fourth week (during term time) throughout the year. This offers an opportunity to those who wish for practical knowledge of parliamentary rules, and gives to all culture in public speaking. The old graduates and citizens of the town have always taken a lively interest in these meetings.

Expenses to Pupils.—One hundred and fifty dollars per year will secure board and tuition for any of the studies laid down in the course. By self-boarding, a less sum than that, even, will suffice. Tuition is from \$5 to \$7.50 per term. Board at boarding-house,

\$3.25 per week. Rooms partially furnished for self-boarding, \$4 per term.

Work Accomplished.—In former years this Academy fitted large numbers for College—as many as nine in a single year. Among the graduates are men of distinction in the various walks of life; as Hon. A. H. Bullock, ex-governor of Massachusetts, Hon. Nahum F. Bryant, Hon. N. L. Johnson, Rev. John L. Goldsbury, for some years professor of rhetoric in Harvard College, Rev. F. E. Tower, F. F. Fay, Esq., George W. Horr, Esq., Hon. Elisha Allen, attorney-general of the Sandwich Islands, Hon. Frederic Allen, a judge in the courts of Maine, etc., etc.

The Academy is now doing a work well worthy of mention. Last winter (1875-6) twenty went from the Academy into the school-room as teachers. The patronage of the school has been affected by the High Schools which have been started in neighboring towns; but for the last few years the number of pupils has been steadily increasing, so that now the institution is honorably sustained.

The government of the Academy is vested in a body of fifteen trustees.

The following is the succession of preceptors:—

Names.	Residences.	Graduates.	Began.
1. Fowler Dickinson, . . .	Amherst, Mass., . . .	Dartmouth, . . .	1795.
2. Proctor Pierce, . . .	New Salem, Mass., . . .	Dartmouth, . . .	1796.
3. Joel Foster, . . .	Stafford, Ct., . . .	Dartmouth, . . .	1797.
4. Joseph Billings, . . .	Hatfield, Mass., . . .	Yale, . . .	1798.
5. Alvah Toby, . . .	Not known, . . .	Brown, . . .	1799.
6. David Kendall, . . .	Athol, Mass., . . .	Harvard, . . .	1801.
7. Warren Pierce, . . .	New Salem, Mass., . . .	Dartmouth, . . .	1802.
8. William Rickey, . . .	Not known, . . .	Dartmouth, . . .	1804.
9. Alphens Harding, . . .	Barre, Mass., . . .	Dartmouth, . . .	1805.
10. — Greene, . . .	Not known, . . .	Dartmouth, . . .	1807.
11. John Wallace, . . .	Newbury, Vt., . . .	Dartmouth, . . .	1808.
12. Joel Wright, . . .	Milford, N. H., . . .	Dartmouth, . . .	1809.
13. Leonard Jewett, . . .	Not known, . . .	Dartmouth, . . .	1810.
14. Phinehas Johnson, . . .	East Sudbury, Mass., . . .	Brown, . . .	1811.
15. Oliver Fletcher, . . .	Templeton, Mass., . . .	Dartmouth, . . .	1814.
16. Allen Gannett, . . .	Not known, . . .	Dartmouth, . . .	1825.
17. Constant Field, . . .	Charlмонт, Mass., . . .	Williams, . . .	1826.
18. Joseph Anderson, . . .	Shelburne, Mass., . . .	Williams, . . .	1827.
19. Charles Osgood, . . .	New Salem, Mass., . . .	Dartmouth, . . .	1830.
20. Alonzo Andrews, . . .	New Salem, Mass., . . .	Dartmouth, . . .	1834.
21. Luther Wilson, . . .	New Braintree, Mass., . . .	Williams, . . .	1836.
22. J. Mason Macomber, . . .	New Salem, Mass., . . .	Williams, . . .	1837.
23. Horace T. Blake, . . .	Worcester, Mass., . . .	Amherst, . . .	1838.
24. John Stacy, . . .	Belchertown, Mass., . . .	Yale, . . .	1840.
25. Gardner Rice, . . .	East Sudbury, Mass., . . .	Middletown, . . .	1849.

Names.	Residences.	Graduates.	Began.
26. Virgil M. Howard, . .	Hardwick, Mass., .	Yale, .	1852.
27. Charles Whittier, . .	Amesbury, Mass., .	Williams, .	1856.
28. I. H. R. Marsh, . .	Not known, . .	Dartmouth, .	1857.
29. Joseph A. Shaw, . .	Sudbury, Mass., .	Harvard, .	1858.
30. Andrew J. Lathrop, .	Watertown, Mass., .	Harvard, .	1859.
31. Henry M. Harrington, .	Royalston, Mass., .	Amherst, .	1861.
32. J. A. Shaw, . .	Sudbury, Mass., .	Harvard, .	1863.
33. D. G. Thompson, . .	Not known, . .	Tufts, .	1868.
34. E. A. Perry, . .	Scituate, Mass., .	Tufts, .	1868.
35. F. F. Foster, . .	Ware, N. H., .	Dartmouth, .	1868.
36. Lorenzo White, . .	Southampton, Mass., .	Middletown, .	1869.
37. F. E. Stratton, . .	Athol, Mass., .	Williams, .	1873.

DEERFIELD ACADEMY, DEERFIELD.

[Arranged from notes of Rev. E. BUCKINGHAM.]

The means of support of this Academy at first were derived from tuition and from the sale of a half township of land in the Province of Maine, a grant of the State under the Act of 1797.

The Academy building, of brick, about forty-five feet by thirty feet, two stories high, with two acres of land inclosed, constitutes the real estate at present.

The course of study is quite variable. The usual English branches are taught, with French and Latin; also geometry, trigonometry, etc., the elements of the natural sciences, and history.

The library is old and little used. The apparatus is very limited.

A lyceum or debating society is usually sustained during the winter term.

Tuition is free to students in town; from \$6 to \$10 to those residing out of town. There are three terms in the year.

The work accomplished by the school in former years in preparing for College and for teaching, was considerable, but in late years none have been fitted for College; it has become a purely local school.

The government of the Academy, by arrangement with the town, is vested in the school committee of the town, with the trustees.

But one teacher is employed at present.

The trustees have been intending to make extended improvements, which they have not yet been able to effect. They hope soon to unite the Academy property with the larger estate left by Mrs. Esther Dickinson to the town for a new Academy, which in due time will be opened under circumstances unusually favorable. To effect the contemplated union, the charter of incorporation for the Dickinson bequest is entitled "The Deerfield Academy and Dickinson High School."

BRIDGEWATER ACADEMY, BRIDGEWATER.

The Bridgewater Academy was granted a half township of land in the Province of Maine with the Act of incorporation. It has an Academy building, with about an acre of land. The school has been continued with varying success since its establishment; for the past year the building has been rented to the town for a High School, the Academy being for the time in a state of suspension.

BRADFORD ACADEMY, BRADFORD.

[Arranged from items furnished by Miss ANNIE E. JOHNSON, Principal.]

This Academy finds its support largely in its tuition fees; it has also an income from its invested funds and some other perquisites.

Buildings and Grounds.—A new edifice has been recently erected, bringing the boarding and school departments under the same roof. This building is located near the centre of an area of twenty-five acres, twelve of which are covered with a fine growth of oak, and laid out with paths for exercise and recreation. The situation is elevated, overlooking the city of Haverhill, across the Merrimack, and commanding broad views on every side. The building, of brick, is four stories high, in the form of a cross, wide corridors extending from east to west, affording healthful promenades in inclement weather. A parlor and two bedrooms constitute a suite of rooms for four students. These rooms are eleven and twelve feet high, and receive a full supply of air and sunlight. The school hall, recitation and music rooms, library, reading-room, parlors, dining-room, rooms for business, bathing-rooms and closets are all ordered on a generous scale for convenience, health and comfort. The entire building is heated by steam and lighted by gas, and supplied with an abundance of pure water.

Course of Study.—The course of study embraces both the solid and ornamental branches. Three full studies for each term are assigned to each pupil; this is deemed sufficient, as it is thought a multiplicity of studies tends to superficial knowledge rather than to the true growth of the mind. The studies for the regular course include for the *First Year*: Latin, French or German, algebra, geometry, English literature, ancient history, physiology, hygiene, botany and English prose-writing. *Second Year*: As above, with Greek, trigonometry, chemistry, modern history and zoölogy. *Junior Year*: Languages as above, with rhetoric, logic, physics, astronomy, history, English literature, English prose-writing, zoölogy and mineralogy, and readings from Shakespeare and English classics. *Senior Year*: Mental and moral science, natural theology, evidences of Christianity, English literature, geology, English prose-writing, and lectures on history of art, of architecture, of church

history, readings from Shakespeare and English classics. Lessons throughout the course in English composition, elocution, and vocal music. Private lessons in drawing, painting and music. A preparatory course is provided for studies in which pupils are required to pass an examination for the advanced course or regular course.

Special courses are also provided for those who come for a less time than the regular course requires.

The course of study in the Bible for the past year, included the historical books of the Old Testament, Life of Christ, Life of St. Paul, Acts of the Apostles. The subjects are respectively pursued by the four classes in the order named.

Library, Cabinets, Etc.—The library contains twenty-five hundred volumes, well selected, and the reading-room is supplied with current literature. The natural history room is provided with a valuable cabinet of minerals, and a collection of shells and curiosities. There is a gymnasium connected with the institution.

Expenses to Students.—These include, for board \$260, and for tuition \$60.

The work accomplished is to be seen in the thousands of young men and women who have held all posts of honor and trust in political, in professional, and in social life.

Government.—The general management of the institution is in a board of trustees, consisting of eleven gentlemen. It has also a board of visitors, consisting of twelve gentlemen.

Teachers.—The corps of teachers consist of a principal and eleven assistant teachers. Among the principals, Benjamin Greenleaf and Miss Abigail C. Hazzeltine were respectively in office twenty-two and sixteen years. Miss Annie E. Johnson is the present principal.

The institution was opened as a school for gentlemen and ladies; and so continued till, on the retirement of "Father Greenleaf," in 1836, the male department was closed, and Miss Hazzeltine, who had been assistant from 1815 to 1828, and preceptress of the female department from 1828, became principal of the Academy. This relation she sustained till 1852.

The Academy has had a national reputation, largely sustained by its distinguished teachers. Great care is still taken to secure the best instruction in the various branches of study; the present principal has had a long, varied, and eminently successful experience in teaching and governing. For many years she was at the head of the State Normal School at Framingham.

The French and German languages are taught by a native Parisian.

A number of distinguished gentlemen are employed as lecturers in special departments.

Neatness and simplicity of dress, and the maintenance of a sound

physical condition are enjoined upon all. Daily exercise in the open air is required when the weather permits, and a room has been recently fitted up with gymnastic apparatus adapted to the wants of the pupils in that regard.

The pupils are under the constant care of teachers whose earnest effort is to form their characters on the basis of Christian principle. The Bible is read and made a daily study in the school, and all are required to attend public worship on the Sabbath.

MONSON ACADEMY, MONSON, HAMPDEN COUNTY.

[By Rev. CHARLES HAMMOND.]

Monson Academy was incorporated June 21, 1804, and with its charter received from the State the endowment of a half township of Maine lands. The state patronage was given in accordance with the educational policy established by the important Resolves concerning Academies, passed by the Legislature of Massachusetts, February 27, 1797.

The Academy was opened to the public, by formal dedicatory services, on the 23d of October, 1806, when a sermon was preached by Rev. Richard S. Storrs of Longmeadow, Mass., who was one of the original trustees.

The governing body of the Academy is a close corporation, similar to most others granted at that period, and resembling, as they all do, the charters granted to Colleges, in having full powers of administration and oversight. The founders named in the charter were fifteen in number, and seventy-one trustees have since been elected as their successors.

The original founders were—

Rev. John Willard, D. D.,	Stafford, Conn.
Joel Norcross, Esq.,	Monson.
Rufus Flynt, Esq.,	Monson.
Rev. Ephraim Ward,	West Brookfield.
Rev. Jesse Ives,	Monson.
Darius Munger, Esq.,	Wales.
Dr. Ede Whitaker,	Monson.
Rev. Richard S. Storrs,	Longmeadow.
Abel Goodell, Esq.,	Monson.
Gad Colton, Esq.,	Monson.
Rev. Moses Warren,	S. Wilbraham.
Rev. Ezra Witter,	N. Wilbraham.
Rev. Moses Baldwin,	Palmer.
Aaron Merriek, Esq.,	Palmer.
Azel Utley, Esq.,	Monson.

The following is a list of those who have been elected as presidents of the corporation, with the date of their appointment and exit from office :—

	Accessus.	Exitus.
Rev. John Willard, D. D.,	1805	1807
Rev. Ephraim Ward,	1807	1815
Rev. Moses Warren,	1815	1818
Rev. Joseph Vaill, D. D.,	1818	1820
Rev. Alfred Ely, D. D.,	1820	1866
Rev. Joseph Vaill, D. D.,	1866	1868
Rev. Abram Marsh,	1868	1873
Rev. Ariel E. P. Perkins, D. D.,	1873	

Rev. Dr. Willard, the first president of the corporation, was for nearly fifty years the pastor of the Congregational Church at Stafford, Conn., and was distinguished for classical attainments in his time. He fitted candidates for College in his own family school at Stafford, and took the deepest interest in the liberal education of young men for the learned professions. It was his most cherished hope that Monson Academy might become a school where sound learning might be always cherished, and, as such, extend its benefits to distant generations. Dr. Willard belonged to a family distinguished for their love of learning, and their high position as scholars in the earlier and later annals of New England. He was the brother of Rev. Dr. Joseph Willard, president of Harvard College, and a descendant of Rev. Dr. Samuel Willard, also a president of Harvard.

Rev. Alfred Ely, D. D., of Monson was the successor of Dr. Willard in the trusteeship, and was of kindred spirit in his devotion to the interests of secondary and superior education. Dr. Ely was a graduate and a tutor of Princeton, the pastor of the Congregational Church in Monson nearly sixty years, a trustee of Monson Academy fifty-nine years, and the president of its board of trustees forty-six years in succession. Few have served longer in such a trust; none ever performed its duties with greater fidelity, wisdom, and dignity. His connection with the Academy covered the whole period of its history, from the opening of the school in 1806 to his death in 1866. He was for sixty years the associate of all its trustees; he assisted in the selection of all its teachers; he was never known to be absent from a school examination until disabled by the infirmities of extreme age.

Dr. Ely was interested deeply in the education of young men for the learned professions, and for the ministry in particular. And because he knew that the early aspirations of promising candidates for the sacred office were often checked and blighted by the want of pecuniary aid, he solicited the educational fund of the Academy, which was established chiefly by his instrumentality, and the income of

which was long expended mostly under his direction. He was a trustee of Amherst College twenty-nine years, and was appointed by the State when its charter was granted. All the trials of that institution were familiar to him, and he rejoiced exceedingly when the day of its enlargement came.

Benefactors and Endowments.—Monson Academy has not been favored with the liberal benefactions of special patrons. Its endowments are limited, and are far from being sufficient for the wants of the institution. Its best endowments have been the zeal and sympathy of devoted trustees and teachers, and the patronage of its alumni.

Nearly all the funds of the institution were the donations of the people of Monson, with the exception of the original state endowment, given in 1804, estimated at \$10,000, and the subscription of the alumni in 1863 for the repairs and the enlargement of the Academy building. In 1863, the sum of \$10,000 was subscribed by the citizens of Monson as an addition to the general fund, with a view to the enlargement of the course of study in the English department.

The most liberal benefactor of the Academy was Joel Norcross, Esq., who, in various donations, contributed \$7,250. Deacon Andrew W. Porter has given \$3,200. Rufus Flynt, Esq., gave \$2,250, and Rev. J. L. Merrick founded the Persian Scholarship of \$2,000.

The whole amount of benefactions from all sources and for every purpose, is not far from \$50,000.

The buildings of the institution are the Academy structure and a chemical laboratory. The Academy was built in 1806, and was deemed to be a commodious building at the time of its erection. It has been enlarged to nearly twice its original capacity, and is in excellent repair.

The laboratory was built in 1825, and is furnished with a good chemical apparatus.

For value of property see Statistical Table.

Course of Study and History of Instruction.—During the first year, 1806, the principal was the sole teacher. The second year an assistant was employed; but afterwards the principal was the only teacher till 1819, when the first female assistant was appointed. In 1822 a male assistant was placed at the head of the English school, and ever since this arrangement has been continued. The incumbent of the English school, in 1823, was Samuel B. Woolworth, now known throughout the country as the Secretary of the Board of "Regents of the University" of the State of New York. The Academy has been open to both sexes from the beginning, and a distinct female department has long existed, under the special care of a preceptress.

The classical department has always been in charge of the principal, who has also a general supervision of the other departments. The

course of instruction has been arranged to meet, as far as possible, the requisitions for admission to the New England Colleges.

In the English department, besides branches of study in Public Schools, there are classes in algebra, geometry, and surveying. Since 1825, natural philosophy and chemistry have been taught in regular classes. Dr. Colton was an enthusiast in natural science, though his special duty was to give classical instruction. The trustees built a laboratory for his special use, in 1825, and from that time to the present physical studies have never been neglected or disparaged.

Principals and Assistants.—The following is a list of the principals of the Academy, from its organization, with the date of their appointment and close of service:—

Accessus.			Graduated.		Exitus.
*1806,	Rev. Simeon Colton, D. D.,	.	Yale,	.	1807
*1807,	Rev. Levi Collins, A. M.,	.	Yale,	.	1813
*1813,	Rev. Joy H. Fairchild, A. M.,	.	Yale,	.	1816
*1816,	Rev. Frederic Gridley, A. M.,	.	Yale,	.	1818
1818,	Robert Riddell, M. D.,	.	Yale,	.	1820
*1820,	Rev. William W. Hunt, A. M.,	.	Williams,	.	1821
*1821,	Rev. Simeon Colton, D. D.,	.	Yale,	.	1830
*1831,	Rev. William S. Porter, A. M.,	.	Yale,	.	1832
1832,	Rev. Sanford Lawton, A. B.,	.	Yale,	.	1835
1835,	Rev. David R. Austin, A. M.,	.	Union,	.	1839
1839,	Rev. Charles Hammond, A. M.,	.	Yale,	.	1841
*1841,	Rev. Samuel A. Fay, A. M.,	.	Amherst,	.	1842
*1842,	Rev. James G. Bridgman, A. M.,	.	Amherst,	.	1843
1843,	Rev. Frederic A. Fiske, A. M.,	.	Amherst,	.	1844
1845,	Rev. Charles Hammond, A. M.,	.	Yale,	.	1852
1852,	Rev. James Tufts, A. M.,	.	Yale,	.	1859
1859,	Rev. William J. Harris, A. M.,	.	Yale,	.	1861
1861,	Rev. Henry M. Grout, A. M.,	.	Williams,	.	1862
1863,	Rev. Charles Hammond, A. M.,	.	Yale.		

The first principal, Rev. Dr. Colton, was born at Somers, Conn.; graduated at Yale in 1806; was the pastor of Congregational Church at Palmer ten years; was principal of Monson Academy ten years, in two terms of service; was in charge of other secondary schools twenty years; and was president of the College at Clinton, Miss., two years. He was earnestly devoted to the work of instruction, and was a very efficient disciplinarian. He taught longer at Monson than in any institution, and left upon the character and policy of the school an ineffaceable impression of his administration. He died at Ashborough, Randolph County, N. C., December 27, 1868, aged eighty-four.

The present incumbent, Rev. C. Hammond, was born at Union,

* Deceased.

Conn., June 15, 1813 ; fitted for College at Monson Academy ; graduated at Yale, 1839 ; was a student of theology at Andover and New Haven, and ordained by the Tolland County Association, October 9, 1855. He has served as principal of Monson Academy twenty-three years, and was principal of Lawrence Academy, Groton, Mass., eleven years, from 1852 to 1863.

There have been employed sixty-one assistants during the seventy years since the Academy was dedicated in 1806. Nearly all have been College graduates, and many of them have become distinguished as teachers in other institutions and as members of the learned professions.

The first preceptress, Miss Hannah Ely of Longmeadow, was appointed in 1819. She died in 1874. Sixty-one ladies have been employed in the office of preceptress or assistants, during the fifty-seven years since Miss Ely was appointed.

Patronage and Results.—Monson Academy has always been a mixed school. The proportion of gentlemen to ladies has been for the whole period of seventy years nearly two to one.

Two-thirds of the patronage has been non-resident, most of which has belonged to the classical department. Until quite recently, about half of the average yearly attendance of pupils in the English department has been non-resident.

The whole number of students connected with the Academy, from the first, cannot now be accurately ascertained ; but it is estimated that not less than seven thousand different pupils have been members in seventy years. Of this number, at least five hundred have entered College, and very many have studied law, medicine, and theology, with no other literary preparation than what they received in the Academy. Of the alumni, who have become College graduates, many have become distinguished in the professions of law and medicine. More than two hundred have become ministers of the gospel. Many have become teachers, or engaged in educational service, as, for instance, Hon. Henry Barnard, LL. D., United States Commissioner of Education at Washington. Two have been presidents of Colleges ; four, professors, — two at Yale, one at Harvard, and one at University of Michigan. Eleven have been tutors at Yale ; four at Amherst ; one a judge of the supreme court of the United States ; one a judge of the supreme court of Massachusetts ; and three have been members of Congress.

Libraries, Societies, Etc.—The Linophilian Society was established in 1819, and is one of the oldest debating societies in New England. It has a hall fitted up in good style and an excellent library of nearly one thousand volumes.

The Flynt and Packard Library has nearly one thousand volumes of choice books, chiefly books of reference in every branch taught in the

Academy. This library is the result of a donation of \$500, the income of which is annually expended. It is a school library of the best quality.

Tuition and other Expenses.—The tuition has varied from 1806 to 1820, when it was \$10 per annum to an average charge of \$24 per annum at the present time. For common branches the tuition is \$21 per annum; for higher English, \$24; for classical studies, including French and German, \$27. The school year consists of forty weeks, divided into three terms as nearly equal as possible.

The price of board is variable, ranging from \$4 to \$5 a week in private families. A few dormitories, convenient and well furnished, have been provided for those wishing to board themselves at very much less expense than the ordinary rates.

The Educational Fund of \$6,500 and the Persian Scholarship of \$2,000 yield together an income of \$700 per annum for the benefit of young men of promise needing aid to obtain a liberal education. The Educational Fund is restricted by its conditions to those whose object is the Christian ministry. The Persian Scholarship Fund is not limited to any one of the professions. No denominational or sectarian tests or restrictions were established or required by the donors of these beneficiary funds. There is paid to the beneficiaries of the Educational Fund \$3 a week. The income of the Persian Scholarship, which is \$200 per annum, may be given to one meritorious pupil, but not to more than two, in any one year.

Religious Education.—The paramount object of the institution has always been to maintain a healthy moral influence by the sanctions of religion freely and earnestly impressed.

When the Academy was founded, nearly all the community in which it was located were of one religious denomination. The founders were of this faith, but the charter which they sought and obtained from the State contains no religious creed, nor gives authority to make any discrimination in favor of any one denomination or party.

The Present Condition.—The Academy has not been in any past period of its history more promising than it is now. With limited funds and accommodations, it has never attained a large place in the public eye as a school great in numbers, when compared with those highly favored with endowments and dormitories. And yet, owing to prudent trusteeship, to the patience of self-denying teachers, and to the cordial sympathy of its friends, this school has been sustained with a uniform patronage, and its Alumni have done credit to the place of their youthful studies.

FRIENDS' ACADEMY, NEW BEDFORD.

[Compiled from Historical Sketch, with Catalogue and Notes, by Mr. JOHN TETLOW, Principal.]

Friends' Academy is supported in part by the income of the invested funds, but mainly from tuition fees.

Buildings and Grounds.—The building which is now used for the Academy was erected in 1855–6, it being formally dedicated as a Girls' School, May 7, 1856. It is a handsome brick structure, admirably adapted to the purposes for which it is designed. Its original cost was \$14,700. About the year 1850, the addition of a tower and belfry was made, and the old Academy building, which had been standing since 1813, was moved away. The Boys' School was now moved to the new building. The Academy occupies a capacious and eligible site in the most cultured and healthful part of the city.

Course of Study.—The Academy has a preparatory and an advanced department, with a course of study adapted to each. The preparatory receives pupils from ten to fourteen years of age; the advanced, from fourteen to eighteen.

In the preparatory department, the instruction is largely by the oral method; and much attention is bestowed upon the pupils' manner of studying. The tension to which this system subjects the mental powers of the pupil is relieved by exercises in vocal or physical gymnastics at the close of each recitation.

In the advanced department there are three courses of studies, arranged to meet the demands of the studies or occupations to be taken up after graduation; these embrace, first, a classical course for those designing to enter College; secondly, a scientific course for those preparing for business; and, thirdly, a course for young ladies.

Library, Cabinets, Etc.—Early in its history, Samuel Elam enriched the institution by the bequest of his valuable library, containing many costly editions of classical and scientific works; these, with additions, form a library of two thousand volumes. The institution has a good cabinet of minerals, and an ample supply of apparatus for illustration in the department of physics. A room for gymnastics is provided, with a simple apparatus, as parallel bars, etc.

Expenses to Students.—The school is dependent wholly upon local patronage. Tuition is \$150, \$125, and \$100 per annum, according to class.

Work Accomplished.—No definite estimate can be made of the work accomplished by the Academy. It has had a large number of pupils; the teachers have been persons of ability, and of devotion to the interests of the school; the supervision has been interested and intelligent; and the influence, direct and indirect, has been unmistakably great, especially upon the community where it is located. There were ten

graduates in the class of 1875, of whom six entered Harvard College, and four, scientific schools.

The government of the school is in a board of trustees.

Teachers.—The institution has had twelve principals during the sixty-three years of its existence. [For special notice of these, see Circular of Friends' Academy, 1869.]

There are at present engaged as teachers in the school one principal, Mr. John Tetlow, and three assistants,—one gentleman and two ladies.

History of the School.—On the 17th of September, 1810, a number of the Society of Friends, which largely represented the wealth and the enterprise of what was then the town of New Bedford, “met for the purpose of considering” (we quote the language of the record) “the great difficulty attending the youth of the society of the people called Quakers, in obtaining an education in the higher branches of useful literature, in this part of the country, without endangering their moral and religious principles.” The record thus continues:—

“Feeling an anxious desire that a remedy may be provided for that inconvenience to the rising generation, we, the subscribers have agreed to contribute the sums severally affixed to our names, for the purpose of establishing and endowing an institution for the instruction of Friends' children and such others as it may appear hereafter may usefully and safely be admitted therein, in the languages, mathematics, and philosophy, and such other branches of useful literature as may hereafter, upon experiment, be found within the compass and means of the institution usefully to teach.”

Then follow the names of six persons who collectively contributed \$11,500 for this purpose.

[For fuller record, see Historical Sketch, prepared by order of trustees for Centennial, 1876.]

HOPKINS SCHOOL, HADLEY.

[From items furnished by Rev. R. AYERS, Hadley.]

The means of support of this school is chiefly the income of the endowment fund; no tuition is charged except to pupils from out of town, of whom at present there are but very few.

No building is owned by the corporation, the school being kept in a handsome two-story building, of brick, owned by the town.

The course of studies is arranged in two departments, classical and English, each for three years. The classical includes the ordinary work in Latin and Greek, required to fit for the best Colleges, with algebra and geometry, and arithmetic reviewed. The English department includes a review of arithmetic, with algebra, geometry, trigonometry and astronomy; geography, with ancient and modern history; analysis and parsing, with English literature; physiology, with natural

history; botany; natural and mental philosophy; civil polity and natural theology.

The expenses to students from abroad are: For tuition, \$3 and \$3.50 per term; for board, \$4 per week.

The work accomplished by the school cannot be easily ascertained. A large number have graduated, and many have been fitted for College from year to year.

The government is in a board of trustees. The list of teachers includes many gentlemen of excellent scholarship and rare ability as teachers.

The Academy grew from the so-called Hopkins Grammar School, which was started as early as 1666, and continued with little or no interruption until the trustees of the Hopkins Fund, on the joint petition of themselves and the town of Hadley, were made a corporation. The institution was thenceforth called the Hopkins School, and was taught generally by a College graduate.

Governor Edward Hopkins, the founder, died in 1657, leaving a portion of his estate by will for the promotion of learning of higher grades, with reference especially to preparation for college and public life.

The trustees under the will divided the principal part of the property so left between the towns of New Haven, Hartford, and Hadley. Hadley received about £300 as her portion, and the testator directed that £500 of what remained of his estate, on the decease of his wife, should be "made over into New England . . . for the upholding and promoting the kingdom of the Lord Jesus Christ in these parts of the earth." It was reasonable, perhaps, for the institutions founded upon the original benefaction, to expect to share in this additional devise, but no part of it ever came to either, nor is any reference made to Hadley, directly or indirectly, in the will.*

To the money received from Governor Hopkins' bequest the town and individuals added various gifts of land, and after the Act of incorporation the Academy received from the State of Massachusetts, in 1820, a half township of land. From these sources the funds have been derived.

This has for more than two hundred years been a very important school. It has an interesting history, worthy to be better written than is possible in this brief sketch; suffice it to say, it is at present, and has for years been essentially a local High School, in which relation it has sustained a most excellent reputation.

NICHOLS ACADEMY, DUDLEY.

[From items furnished by the present Principal, MACELLUS COGGAN, A. M.]

Nichols Academy is supported by tuition and by an appropriation of \$1,000 made by the town of Dudley. With the Act of incorpora-

* See article in "Biblical Repository" for 1842, by Professor Kingsley.

tion the State gave in trust, for educational purposes, a half township of land in the Province of Maine.

The buildings consist of an Academy and boarding-house. The grounds are beautifully laid out, and ample for the pleasure and accommodation of the students.

The Hancock Fund furnishes aid to a number of meritorious students.

A library of several hundred volumes is accessible at all times to the students.

Two full courses of study are pursued, an English and a classical, each embracing three years, but opportunity is freely offered to elect any branches taught in the Academy. "Graduates from the Academy are taking enviable positions in the first colleges of the country, and it is intended to make the classical department in the future the distinctive one of the Academy."

MERRIMACK ACADEMY, GROVELAND.

This Academy has been in operation for thirty-five years. The building was burned in 1870, and rebuilt in 1872. It has had accomplished teachers, especially in later years. The last of these, Miss Martha Thompson, concluded her term of service in 1875. The school is, at the present time, in a state of suspension. Some of the friends of the institution attribute its decline to the establishment of Normal Schools.

WESLEYAN ACADEMY, WILBRAHAM.

[Prepared by Rev. BENJ. GILL, A. M., Greek Professor in Academy.]

This Academy is under the especial patronage of the Methodist Episcopal Church, though it has educated thousands belonging to other denominations. The ministry of the New England Conference, which then included all New England, were the prime agents in its establishment. Its location, at first, was New Market, N. H., and it was incorporated June 23, 1818, and opened in the fall of that year. Its want of success justified the trustees in suspending operations, but a new board of trustees was formed for it at Wilbraham, Mass. Its present location has proven the wisdom of the choice of its patrons and friends, for it has been abundantly successful.

Means of Support.—The Academy has not lacked patrons who have been liberal in their gifts, and most liberal when most was needed. Its expenses have been met in the bills of tuition, which, for a short time, were sufficient to pay expenses; by money received for board, washing, steam, room-rent, etc. These have not always been sufficient

to cover all present emergencies, so that, at times, the Academy has fallen behind in its yearly expenses.

Among its benefices, etc., are the following :—

Donation by Isaac Rich, Esq., of Boston,	\$40,000 00
by State of Massachusetts,	36,500 00*
by Col. Amos Binney of Boston,	10,000 00
by Lee Claflin, Esq., of Hopkinton,	10,500 00
by Friends in Lynn, Springfield, and Wilbraham, .	36,600 00
Avails from sales of Zion's Herald,	3,400 00
Total,	<hr/> \$137,000 00

Buildings and Grounds.—The Academy owns four very commodious brick buildings. In one of these is a capacious chapel. The boarding-house has every accommodation that is furnished in first-class hotels. The farm buildings, farm stock, etc., show skilful management. Everything that pertains to the physical, as well as intellectual wants of those who gather here, is well supplied, and all work is done by the most approved methods.

Course of Study.—1. *Common English Course: One year.* Reading, orthography and definition, grammar, English composition, arithmetic, geography, declamation.

2.—*Business Course: One year.* Arithmetic, English grammar, composition, penmanship, geography, book-keeping, business manual, banking, telegraphy, and use of battery, lectures.

3.—*Academy Course: Four years.* First year—Arithmetic, book-keeping, penmanship, algebra, geography, English grammar, English analysis, English composition. Second year—Algebra, plane geometry, natural philosophy, English history, American history, Latin grammar, reader, Caesar, elective French and German. Third year—Solid geometry, rhetoric, English literature; elective studies, trigonometry, surveying, Virgil, zoölogy, botany, French and German. Fourth year—Mental and moral philosophy, evidences of Christianity, astronomy, physics, geology, chemistry, logic, English review.

4.—*College Preparatory Course: Four years.* First year—Same as that of course 3. Second year—Latin grammar, reader, Cæsar, American and Roman history, rhetoric, classical geography, one hour a week. Third year—Virgil, Cicero, Latin prose, Greek grammar and lessons, plane geometry, classical geography, anabasis, Grecian history, one hour a week. Fourth year—Bucolics and georgics, Cicero,

* By special Act of the Legislature, in 1848, a half township of land in the Province of Maine, the first sold after September 1, and in 1859, six per cent. of the avails of the moiety of the sales of Back Bay lands, not to exceed \$25,000, were granted to the Academy.

anabasis, Iliad, Greek prose, review of Latin, Greek, and mathematics.

In courses 3 and 4, students are required to have exercises in elocution and declamation, and in the fourth year they are public.

The fine-art department teaches oil-painting, water-colors, pastel, India-ink, crayon, mechanical drawing, etc.

The department of elocution has been finely established during the last five years. In its business department the Academy is as thorough as any commercial College. The music department is regularly and thoroughly organized, and fully equipped. Its full course extends through three years. In the technique and æsthetics of the art, the course is very thorough, and only standard text-books and studies are used. [The course is prescribed in the catalogue just similar to the above courses in amount.]

Libraries, Cabinets, Etc.—There are libraries connected with the Academy, and also with each of the four literary societies. The number of volumes is five thousand one hundred and sixty-six.

There are several collections in the department of natural history, containing about five hundred specimens of plants, eight hundred geological specimens, and numerous fossils; the collection of birds is especially good. The philosophical apparatus includes, among other things, a lever air-pump, a five-inch telescope, plate electrical machine, magneto-electric and galvanic batteries, spectroscope, compound microscope, etc. The mathematical apparatus includes a fine transit instrument, compass, level, quadrant, sextant, etc. The art-room has the finest location of any in the Academy, but is entirely without furnishings, save a few busts, chromos, and paintings, used as models. There is a fine hall in the music building devoted to gymnastic purposes, supplied with Indian-clubs, dumb-bells, etc., etc. A very excellent reading-room is connected with the school, abundantly supplied with dailies, weeklies, monthlies, and quarterlies, secular and religious. The music department is supplied with fourteen pianos, with pipe organs and cabinet organ.

Lyceums, Etc.—There are four literary societies connected with the school. The oldest is the "Young Men's Debating Club and Lyceum," established in 1825. A scion of this is the "Union Philosophical Society," formed in 1832. The two ladies' societies were formed, as they now stand, in 1851. They are named "Athena" and "Pieria." Such a pleasant rivalry has always existed between them, that they have always been prosperous and thoroughly active. "Club" and "Philo" are old familiar names to all Wilbraham boys. Bishops, doctors of divinity, clergymen, lawyers, and doctors, by hundreds, are indebted to these societies, more than any other one thing in connec-

tion with the school. The training afforded by these societies has given the students a very prominent rank in the higher institutions in elocution and forensics.

The programme of work is essentially as follows, in both ladies' and and gentlemen's societies: Declamation or select reading, debate, paper, critic's report, and miscellaneous business. The exercises are introduced with prayer and enlivened with singing. Each society has a finely frescoed and furnished hall in the Fisk Hall building. Each has a cabinet organ or piano. Their rooms are furnished with paintings, and each has a fine library.

Expenses to Students.—The catalogue says, "Necessary school expenses need not exceed \$200 per year." Some of the items are as follows: Board, per week, \$3.25; less than a term, \$3.75; steam, per week, fifty cents; room-rent, \$2, front, \$3; tuition, in common English, as a basis, \$6; church sittings, etc., \$2; library, fifty cents; washing, per dozen, sixty-two cents.

For natural science, languages, higher mathematics, elocution, music, business studies, and art, the tuition is extra, as is usual in such cases. Facilities for spending money outside are very few.

Work Accomplished.—The average number of students, per term, for the last twenty-five years, is at least two hundred and seventy-five. The largest number during any single term has been three hundred and fifty-eight. The whole number of different persons who have attended the Academy since its foundation is seventeen thousand. Up to 1863, about five hundred graduates had entered College, and by careful computation we may add to that number at least one hundred and fifty more. Allowing that of those who graduate here, from one-fourth to one-third do not enter College, the Academy has probably graduated from nine hundred to one thousand young men; and as the ladies average in number about one-half, there have graduated from the school about five hundred ladies. The number of ladies is about two-fifths of the whole number in attendance.

Government.—The guardianship and general management of the school is in the hands of a board of trustees, consisting of about thirty members. This body elects its own members, and its office is for life. It meets yearly; but for cases of emergency, it chooses a prudential committee or local board to act with full powers, in the interim of the yearly sessions. This board is composed of men who reside either in Springfield or Wilbraham, or some place easy of access.

To watch over its present educational growth and advancement, a visiting board is appointed by the patronizing Conferences, the New England and New York East. The committees for term examinations are usually chosen by the teachers.

Teachers.—This school has had nine principals since its reopening in Willbraham,—

Rev. Wilbur Fisk, D. D.,	1825-31	Rev. Charles Adams, D. D.,	1841-45
Rev. W. McK. Bangs, A. M.,	1831-32	Rev. Robt. Allyn, A. M.,	1845-48
Rev. John Foster, A. M.,	1832-34	Rev. Miner Raymond, D. D.,	1848-64
Rev. David Patten, D. D.,	1834-41	Rev. Edward Cooke, D. D.,	1864-74
Rev. Nath'l Fellows, A. M.,			1874-76

History.—There are many interesting facts in the history of this Academy. It was located here through the direct labors of Rev. Calvin Brewer and Rev. Joseph A. Merrill, and the former, the last of the original trustees, died a few months since, having been a member of the board for fifty-two years. The school opened with eight scholars. Its smallest term was thirty-five; its largest, three hundred and fifty-eight. It is the oldest Methodist institution in America. At least one-third of its students have been of other denominations.

This Academy had control of the “Zion’s Herald” for a few years after 1827. The school was meant to give special aid to students for the ministry. This accounts for the appearance of Hebrew, Chaldee, and Syriac among the early course of studies. A minister of the New England Conference may send one child to the school free of tuition.

The Academy has lost several times by severe fires. In 1856, a large boarding-house. In 1857, another, two hundred and thirty by thirty-eight feet, was destroyed a few weeks after its occupation. The Academy lost, in 1874, a very large barn, with all the live-stock. The present brick boarding-house was furnished in 1861. It is two hundred and forty-two by forty feet, with an L one hundred by forty feet.

The students of the Academy enter College mostly at Middletown, Yale, and Amherst, and take excellent rank. It is a fact worthy of note, that although seventeen thousand students have attended the Academy, only a very few have died here. No epidemic has ever prevailed, nor has the school ever been dismissed through sickness or panic. The most successful administrations in later years have been those of Miner Raymond and Edward Cooke. Under the administration of the former, the present magnificent and commodious buildings arose. The latter organized and classified the school to rank with our first classical schools. Willbraham is famous for revivals. Under “the sainted Fisk,” such an influence pervaded the school for a week or more, as to render it impossible to attend to regular duty.

The Methodist ministry of New England, in large numbers, can, with truth, call this Academy their alma mater. All the principals of the Academy, save Fisk and Bangs, are still alive. Mr. N. J. Dunn, now residing in New York City, was preceptor of the school for the first years, until Dr. Fisk came. College-educated Methodists were so scarce, that Dr. Fisk was about the only one in all New England.

ADAMS ACADEMY, QUINCY.

[Compiled from Catalogue for 1875-6.]

The Adams Academy was founded by President John Adams, by the gift, in 1822, of valuable tracts of land, amounting in all to one hundred and sixty acres, the foundation being "for a Greek and Latin School or Academy." It was provided in the deed that a stone school-house should be erected on the site of the house in which John Hancock was born, and which was afterwards inhabited by Josiah Quincy, Jr., the eminent patriot of the Revolution.

In accordance with the terms of the deed, none of the lands have ever been sold; but from the income derived from them, a substantial and beautiful school-house has been erected.

There is a good playground attached to the Academy, and in the basement a playroom, with gymnastic apparatus.

A large boarding-house has been fitted up for the accommodation of students from a distance, and is under the entire control of the master, who, with the assistant teacher, resides in it.

Course of Study.—The Adams Academy is designed to prepare boys thoroughly for the best American Colleges; and as it is believed that this object can best be secured by confining the attention of the teachers to boys whose purpose is the same, no pupils are desired whose parents do not intend to give them a collegiate education.

A class has been formed under the direction of the master in studies preparatory for the Academy. These comprise a thorough training in the elementary English branches, together with French, botany, and drawing. Boys are received at ten years of age and upwards, and the course consists of one, two, or three years, as the circumstances and age of the pupils may require.

The regular course of study in the Academy occupies four years. Those who are well fitted in their English studies, on entering the Academy, will, it is hoped, be able to pass at Harvard the additional examinations in both the classics and mathematics, or such corresponding examinations as may be adopted by other Colleges.

The academic course of study is regarded as but a part of the education of its pupils; hence the aim is to make the course thorough and systematic, as a basis of what is to follow. In the first term, in addition to the Latin lessons and grammar, the pupils review arithmetic, and have lessons in geography, history, and French. Declamations are required throughout the course. Reading English is also required, and careful instruction in elocution is given throughout the entire course. In the earlier classes, spelling and drawing are regular exercises.

The studies above enumerated are continued to some extent throughout the first and second years, after which the time is exclusively devoted to Greek, Latin, French, history, and the higher mathematics, with a weekly review in arithmetic, geography, etc.

The study of German is pursued to some extent. There are semi-annual examinations, and no one is allowed to remain at the school whose progress or deportment is unsatisfactory.

The whole instruction of the school is under the minute superintendence of the master; and though he is assisted by competent teachers, it is not intended by the managers ever to allow the school to become so large as to prevent him from knowing the wants, ability, and character of each of his pupils.

The system of the Academy is that of a school for training, and not merely for the hearing of recitations at stated hours. Hence all the regular study hours are kept in the presence of the teachers, that regular habits may be formed, and proper assistance be rendered, while the subjects of study are comparatively new, and while the powers of the boys are yet untried. The older boys, however, whose habits of study are formed, and who show themselves faithful in their work, are allowed to study in their own rooms, so far as the recitations and arrangements of the school will permit.

Library.—Deposited in the building is the valuable classical library of President Adams; and this, together with the excellent collection of books belonging to the public library of the town of Quincy, is free to all who are connected with the school.

Expenses to Students.—The tuition fee of the Academy is \$100 per annum. This is the only expense to the pupils, unless boys, with the consent of their parents and the approval of the master, take private instruction out of school hours from some of the assistant teachers. This is recommended only in exceptional cases. The price of board this year in the boarding-house is \$7 per week.

The government of the school is in a board of six managers, with six supervisors of "the Adams Temple and School Fund."

Teachers.—The corps of teachers consists of a master, sub-master, and three assistant teachers, with an instructor in French, one in German, one in drawing, and one in elocution; all gentlemen of ability in their special departments. William R. Dimmock, LL. D., is present master of the school.

Location.—Quincy is so situated, and has such railroad facilities, that pupils from Boston and the neighboring towns conveniently avail themselves of the opportunities of the Academy, while yet residing at their own homes. Arrangements are made for dining those who wish to spend only school hours at the Academy.

Prizes.—Through the liberality of John Quincy Adams, Esq., a

prize medal is awarded each year for excellence in elocution. This includes both reading and declamation. Prizes of books are awarded on the closing day of the school to the two boys in each class whose excellence in the general studies of the year seem to the teachers to be most worthy of approbation, and also to one in each class for excellence in mathematics. Prizes are also awarded for written exercises, translation in Latin, etc.

HOPKINS SCHOOL, CAMBRIDGE.

[Compiled principally from documents of Trustees of the Fund.]

The foundation of the Hopkins School at Cambridge was a bequest of £500 by Governor Edward Hopkins. The will of Governor Hopkins was dated March 7, 1657, and contains the following:—

“And the residue of my estate there (in New England) I do hereby give and bequeath to my father, Theophilus Eaton, Esq., Mr. John Davenport, Mr. John Cullick, and Mr. William Goodwin, in full assurance of their trust and faithfulness in disposing of it according to the full intent and purpose of me, the said Edward Hopkins . . . to give some encouragement unto those foreign plantations for the breeding up of hopeful youth in the way of learning, both at y^e grammar school and college, for the public service of the country in future times.

“My further mind and will is, that within six months after the decease of my wife, five hundred pounds be paid over into New England according to the advice of my loving friend, Maj. Robert Thompson and Mr. Francis Willoughby, and conveyed into the hands of the Trustees before mentioned, in further prosecution of the aforesaid public ends, which in the simplicity of my heart are for the upholding and promoting the kingdom of the Lord Jesus Christ in these parts of the earth.”

Three Grammar Schools were founded upon the benefactions of Governor Hopkins soon after his decease: one at New Haven, one at Hartford, and one at Hadley, and £100 was given for the benefit of Harvard College. Anne Hopkins, the widow of Governor Hopkins, died December 10, 1699, having outlived all the original trustees under the will; John Davenport, the last surviving trustee, died in 1670. Their successors were led to believe that, “after all the just allowances, there were not assets sufficient to pay the £500”; and failed to enforce their claim.

In 1708, an information was filed by the attorney-general in behalf of the Society for the Propagation of the Gospel in Foreign Parts, against the executor of the estate and others, this society having been induced to make an attempt to obtain Governor Hopkins’ bequest of £500 for themselves.

In this state of things, in June, 1709, the corporation of Harvard

College took measures to secure the legacy of Governor Hopkins.* Complaint was made to the Court of Chancery (England) that the above legacy had not been received in New England. Henry Newman of London was employed as the agent of the corporation, and proceedings went on till 1713, when, on the petition of Jeremiah Dummer, agent for New England, and Henry Newman, agent for Harvard College, the court ordered the money and interest to be paid over to certain trustees, to be invested in land in New England, the income of which should be disposed of as follows: Three-fourths to Harvard College for theological students, each of whom shall, however, return to the treasurer of the college two shillings in the pound, of what each receives for buying books for rewards to meritorious undergraduates; one-fourth to the Grammar School in Cambridge, for instructing boys in "grammar learning."†

By legislative Act of March 10, 1827 the duties of the trustees of the Hopkins charity were defined, but the classical school seems to have been established by the Act of April 10, 1839, by which the trustees of the fund were authorized to establish, in Cambridge, a classical school, the main object of which was to prepare boys for admission to Harvard College, and for this purpose the trustees were authorized to purchase and hold in their name a certain lot of land in Cambridge, and to erect thereon suitable buildings for the above purpose, the cost of which shall not exceed ten thousand dollars. They were required to apply one-fourth of the income of said fund to the support of said school, so long as it shall continue to be kept in Cambridge. It was stipulated that if such school was not established within two years after the passage of the Act, or if the school shall at any time thereafter cease to be supported in the town as thus provided, the trustees shall pay over said one-fourth part of the income of these funds to the treasurer of the town, on condition that the town of Cambridge shall provide and maintain said school.

From this time a classical department has been maintained in connection with the High School at Cambridge, in part supported by the income of the Hopkins Charity. The title of the master of this department is "The Hopkins Classical Master of the Cambridge High School."

* See Quincy's History Harvard College.

† The trustees of this charity were appointed December 12, 1712, and were as follows:—

His Excellency Joseph Dudley, Esq., Hon. William Tailer, Esq., Hon. Waitstill Winthrop, Esq., Samuel Sewall, Esq., Eleakim Hutchinson, Esq., Penn Townsend, Esq., Edward Bromfield, Esq., John Higginson, Esq., Simcon Stoddard, Esq., Rev. Dr. Increase Mather, Rev. Dr. Cotton Mather, Hon. John Leverett, Pres't, Jeremiah Dummer, Esq., John Burrill, Esq., Rev. William Brattle, minister at Cambridge; Rev. Nehemiah Walter, minister at Roxbury; Daniel Oliver, merchant; Thomas Fitch, merchant; Andrew Belcher, Esq., Addington Davenport, Esq., and Adam Winthrop, Esq.

The original fund, with accrued interest, after deducting expenses, amounted to £771 13s. 7d. sterling.

To this the General Assembly of the Province added the grant of several thousand acres of land, which with the purchased lands were erected into the township of Hopkinton. Twelve thousand acres were laid out and leased to upward of one hundred and twenty tenants for the term of ninety-nine years, under the yearly rent of threepence per acre; the remainder of the land not being fit for settlement, lay "in common for the use of the inhabitants."

Under the decree of the Chancery Court four theological students and five scholars in the Grammar School were to be assisted by the income of the trust; but as the Province of Massachusetts had added more lands to those bought with the Hopkins money, the number of theological students now assisted is six, and the Cambridge High School takes its fourth share of the income in consideration of its keeping open a free classical department.

The following is the present state and proportionate distribution of this charity.

The present fund amounts to \$53,847.04. The division of the income is made as follows:—

(1.) Five per cent. is set apart as a reserve.

(2.) The remaining ninety-five per cent. is divided thus:—

Twenty-five per cent. of (2.) to Cambridge High School, "For the improvement of classical education."

Seven and one-half per cent. of (2.) to Harvard University, for the purchase of books as rewards for meritorious undergraduates.

Sixty-seven and one-half per cent. of (2.) to Harvard University, for six divinity students, in equal shares.

Edward Hopkins was a London merchant and came to this country in 1637. He established himself in the colony of Connecticut, at Hartford. He was governor of this colony from 1640 to 1652. He was chosen governor in 1654 but he left New England in 1652 and never returned. He died in the month of March, 1657. His wife, to whom reference is made in this sketch, was Anne Yale, the step-daughter of Governor Eaton of New Haven.

COFFIN SCHOOL, NANTUCKET.

"Admiral Sir Isaac Coffin's Lancasterian School" is supported by the income of invested funds and tuition fees. There is an Academy building, with about one-third acre of land; a library of about seven hundred and fifty volumes, and a philosophical apparatus valued at about \$500.

The present attendance upon the school is principally by residents of the island.

IPSWICH FEMALE SEMINARY.

[Prepared by Rev. JOHN P. COWLES, Principal.]

Incorporation.—The edifice occupied by the Ipswich Female Seminary, and which is employed simply for purposes of instruction and for study, was erected in 1825 by a joint-stock company incorporated under an Act of the General Court of Massachusetts. The property and affairs of the company were committed to a board of trustees, and so remained for about twenty-four years, when it was purchased by the present proprietor and principal of the Seminary, Rev. John P. Cowles.

Teachers.—Upon the erection of the building, a school for young ladies was immediately opened by the Rev. Hervey Wilbur, then and since well and favorably known as a teacher and a lecturer on astronomy, who was aided by several competent and accomplished ladies. Mr. Wilbur was succeeded by the Rev. James M. Ward, late of Abington, under whose guidance and instruction the school was opened to both sexes.

In 1828, Miss Z. P. Grant, late Mrs. Wm. B. Banister of Newburyport, accompanied by her capable and efficient assistant, Miss Mary Lyon, on the invitation of the trustees, transferred their school of young ladies from Derry, N. H., to Ipswich, and entered on their well-known career of prosperity and usefulness. Under their joint administration, though each was occasionally absent,—Miss Lyon for her winter school in the western part of the State, and Miss Grant in pursuit of lost health,—the school rose to commanding eminence, and became the resort of young ladies from all parts of the country, and even from other lands.

In 1835, Miss Lyon, brooding over and nursing her favorite idea of a permanent endowed school for young women somewhere in the Connecticut Valley, relinquished her post as assistant principal of the Ipswich Seminary, and gave her time and strength to founding the Mount Holyoke Seminary. Her success in this plan, the withdrawal of her influence from the Ipswich Seminary, and the failure of Miss Grant's health, induced the latter, in 1839, after eleven years of remarkable prosperity, to resign her position, and leave the Seminary in the hands of the trustees. They engaged various teachers, who kept up a small school until 1844, when the present principals, Rev. John P. and Mrs. Eunice C. Cowles, were invited to take charge of the institution. Under their care and instruction, with the aid of efficient and accomplished assistants, the Seminary soon revived, and has continued, with varying prosperity, to the present time.*

* The Academy was suspended in the fall of 1876, after the above was written.

Means of Support.—The institution has been supported by tuition, with very little aid from other sources. Special benefactions for deserving scholars have not, indeed, been of infrequent occurrence; but of invested funds, the institution has never had a dollar. The charges for board, and for tuition in all departments, have uniformly been moderate. Simplicity in dress, in manners, and in character, has been assiduously and successfully cultivated. The teachers have aimed thus to bring the advantages of the school within the reach of young ladies born, not to affluence, but to exertion.

The institution has a chemical laboratory and a good philosophical cabinet and apparatus.

Course of Studies.—Studies have always taken the lead of less solid accomplishments; and of studies, the common branches, until they were thoroughly mastered, have held the first place and received the chief attention.

Pupils have not been received upon examination, but, if of suitable age, upon application, and then classed according to their abilities and attainments, their own and their parents' views, and their probable future course of life.

There has always been an established and liberal course of study, on the completion of which students have been graduated with public exercises and a diploma. The custom of giving diplomas to young ladies on their completing a regular and prescribed course of study, was introduced by Miss Grant at Derry, and brought by her to Ipswich; and, for years, hers was the only school for young ladies in which this practice was adopted. Neither the printed course of study nor the record of the catalogue have ever fully exhibited the work done in the school. Students of a high grade have very often exceeded the requirements and distanced the report of the catalogue.

Boarding, Etc.—The pupils have always been accommodated in private boarding-houses, from four to twelve ordinarily in one family.

The health of the students has always been remarkably good. During the administration of the present principal, a period of thirty-two years, but two pupils have died while they were members of the school, and one of those brought the fatal disease with her. This happy result is believed to be due to the sunny and airy exposure of the edifice, to the limited number of pupils in each boarding-house, to the daily exercise of the pupils in the open air, and to their habits of regular but cheerful study. Teaching on the part of the teachers, and study on the part of the pupils, have been works of love rather than duty. Happiness has been the characteristic of the school, and sunny developments have abounded in its history.

ABBOT FEMALE ACADEMY, ANDOVER.

[Prepared by Miss SUSANNAH E. JACKSON.]

Abbot Female Academy was incorporated January 29, 1829, and opened May 6, 1829. Thus it is the first incorporated Academy for girls only, in the State, if not in New England.*

The institution has no endowment, but depends upon its current receipts. Donations and subscriptions for specific objects have occasionally supplemented its funds. Mrs. Sarah Abbot of Andover was its first benefactor. She contributed \$1,000 towards the erection of the academy building, and, besides subsequent gifts, finally made the trustees of the Academy the residuary legatee of her estate; the whole amount being \$10,109.04.

Among other benefactors have been Hon. George L. Davis of North Andover, whose gifts amount to more than \$7,000; Mr. John Smith, and his brother Peter Smith, of Andover, who have given about \$3,500 each.

The grounds, which originally consisted of one acre of land, the gift of Deacon Mark Newman in 1829, now embrace eight acres, affording gardens, pleasure-grounds and a grove. There are four buildings on these grounds—the Academy (a two-story brick structure, with an observatory for the telescope), and three boarding-halls.

The value of the various cabinets and apparatus, the art collections, library, etc., cannot be definitely stated. Among other recent valuable accessions in the departments just named, may be mentioned a collection of three thousand shells, made by the Rev. Frank A. Wood; and an equatorial telescope, built by Alvan Clark. This telescope, and the philosophical apparatus, were gifts from past scholars, and other friends of the institution.

Trustees.—Seven gentlemen were named as trustees in the Act of incorporation. The constitution adopted by them provided for the perpetuation of the board, through a vote by ballot to fill vacancies. By a recent Act of the Legislature the number has been increased to twelve. Only one of the original board still survives.

Principals.—The first principal was Mr. Charles Goddard, a graduate of Yale College in 1826. He planned and superintended the erection of the Academy. The first teacher of modern languages was the now venerable Dr. William G. Schauffler, missionary at Constantinople. Mr. Goddard remained but two years. He was succeeded by Mr. Samuel Lamson (B. C. 1828), now deceased, who left October 7, 1834. Mr. Samuel Brown (D. C. 1831), now president of Hamilton College, entered on his office in the spring of 1835, and left in 1838.

* Bradford Academy was a mixed school until 1836.

Rev. Lorenzo L. Langstroth (Y. C. 1831), remained about six months, elected June 22, 1838; resigned February, 1839. Mr. (now Rev.) T. D. P. Stone (A. C. 1834). Mr. Stone entered upon his duties December 3, 1840; resigned his office October 15, 1842; he is now a teacher of elocution in Boston, Mass. Mr. (now Rev.) Asa Farwell, (M. C. 1838), entered the following autumn; left November, 1852. Rev. Mr. Farwell is now pastor of a church in Ashland, Neb. Miss Nancy Judson Hasseltine (afterwards Mrs. Sanborn, Sherbrooke, C. E., now deceased) was elected principal July 21, 1853; resigned January 29, 1856. Miss Maria J. B. Brown was elected March 24, 1856; resigned May 5, 1857. Miss Emma L. Taylor was elected June 12, 1857; resigned June 19, 1859. Miss Philena McKeen was elected July 1, 1859, and is the present principal.

Course of Study.—*English Course:* Arithmetic, algebra, geometry; geography, geography of the heavens, mythology; ancient, modern, and church history; botany, geology, astronomy, chemistry, zoölogy, natural philosophy, physiology; history of the English language; study of the English language and literature and criticism of select authors; elements of criticism; rhetoric, ethics, psychology, and history of art; evidences of Christianity and Butler's Analogy. *Latin Course:* Grammar, reader, prose composition, Cæsar, Virgil, Cicero's orations and essays; Sallust, Livy, and Horace. *French Course:* Grammar, reader, Mme. de Staël, Guizot, Lamartine, Racine, Corneille, Molière, Histoire de la Littérature française, with composition and conversation in French. *German Course:* Grammar, selections from Schiller, Goethe, and readings from modern German authors, history of German literature, and compositions in German.

The English and Latin courses occupy four years; the French and German three years. A part of the course is elective.

A room in the Academy is furnished as a gymnasium.

Board and Tuition.—The whole expense per year for board, including fuel, lights, and washing, and English tuition, is \$276. English branches, penmanship, gymnastics, vocal music in chorus, lectures, use of library, \$12 per term. Latin, \$3; French, \$7 per term. German, \$2.50 (per lesson for the class). Pianoforte, lessons from the principal teacher, \$35; from the assistant teacher, \$18; Vocal music (private lessons), \$35; use of piano, \$2 per term. Pencil and crayon drawing, \$16; perspective drawing, \$16; oil-painting or water-colors, \$14 per term.

Pupils attending to but one language, whether it be English, French, or Latin, pay the English tuition, and that only.

Until Miss Hasseltine assumed the care of the school, in 1853, the course of study was not strictly followed, and no diplomas were conferred; consequently those who were members of the school before that

year cannot properly be called graduates. The records of membership are incomplete ; but the following is nearly correct.

The following table is taken from the annual catalogues, showing the number of pupils connected with the school since May 6, 1829, and the States and countries from which they came :—

Maine,	278	Michigan,	6
New Hampshire,	542	Illinois,	27
Vermont,	134	Missouri,	10
Massachusetts,	4,427	Iowa,	6
Rhode Island,	27	Wisconsin,	6
Connecticut,	97	California,	25
New York,	122	Minnesota,	5
New Jersey,	23	Oregon,	4
Pennsylvania,	26	Indian Territory,	10
Delaware,	2	Colorado,	6
Maryland,	1	Nova Scotia,	1
District of Columbia,	7	Canada,	5
Virginia,	8	England,	5
South Carolina,	1	New Brunswick,	11
Georgia,	4	South America,	2
Florida,	14	Persia,	1
Alabama,	5	Turkey,	12
Texas,	7	Africa,	16
Tennessee,	6	China,	2
Kentucky,	1		
Ohio,	35	Total,	5,927

PARTRIDGE ACADEMY, DUXBURY.

The Partridge Academy is supported by the income of the bequest of George Partridge, Esq., with such tuition fees as are collected of students from abroad, and \$150 which has been appropriated by the town of Duxbury from year to year.

The capacity of the school is limited to fifty, and is not under the control of the school committee of the town ; hence it evidently does not meet the conditions of a High School for the whole town, which by law the town of Duxbury is required to maintain. It, however, meets the conditions of an Academy, and as such has an excellent record.

It at present employs a principal, with one assistant.

HANOVER ACADEMY, HANOVER.

This Academy has had an existence for about sixty years, supplying as at present the place of a High School for Hanover and the neighboring villages.

WARREN ACADEMY, WOBURN.

[From items furnished by L. S. BURBANK, A. M., Principal.]

Warren Academy was founded by Isaac Warren of Charlestown, to meet the demand at the time for preparatory schools, to supplement the District Schools. The endowment consisted in considerable part of extensive grounds. The Academy has had other benefactors who have contributed to its support, among whom may be named Abijah Thompson, who gave at one time \$10,000. It is understood that the institution is largely indebted to a gentleman resident of Woburn, well known for his liberal benefactions to the cause, especially of scientific education.

The school depends for its support upon the income of the productive funds and tuition.

Buildings and Grounds.—The Academy has one large building with an L, and is situated on an eminence overlooking the town. The land at present remaining with the building contains about one acre. The building was furnished with an L in 1872, and underwent thorough repairs, and is one of the best buildings for its purposes in the State.

Since 1873 this institution has been a purely scientific school. It gives a thorough practical course of instruction in the English, Latin, and modern languages, mathematics, physics, chemistry, and the natural sciences; also in mechanical, architectural, and freehand drawing.

Special attention is given to fitting students for admission to the Massachusetts Institute of Technology, the Worcester Free Institute, the Rensselaer Polytechnic Institute, and to the scientific and medical departments of Harvard, Yale, and other leading Universities and Colleges.

Students of both sexes are admitted to all the departments.

The laboratories afford unusual facilities to ladies who desire to qualify themselves for teachers of botany, chemistry, and mineralogy.

The regular course of study for graduation occupies three years.

Course of Study—First Year.—Mathematics: review of arithmetic, plane geometry, algebra. English: grammar, exercises in rhetoric and composition, general history. Natural philosophy: lectures, recitations, laboratory practice. Physiology: lectures, recitations. Latin*: first lessons. French: first lessons. Mineralogy: lessons with cabinet, excursions. Drawing.

Second Year.—Mathematics: algebra, geometry. English: rhetoric, English literature, ancient history. Chemistry: inorganic, with

* The study of Latin is not required.

laboratory practice. Natural philosophy: sound, light, heat, electricity, lectures and laboratory practice. Physical geography: lectures and recitations. Botany: lectures, analysis of flowering plants. Latin*: Cæsar and Nepos. French: grammar and translation. German: First lessons. Drawing: Freehand and mechanical.

Third Year.—Mathematics: trigonometry, surveying, and levelling, with field practice. Political economy. Intellectual philosophy. Astronomy. Latin*: Virgil, Cicero. French: modern French authors. German: grammar and reader. Geology: lectures, with use of cabinet, excursions. Chemistry: qualitative analysis. Drawing: freehand and mechanical.

The course as here given is intended to fit students to enter the Massachusetts Institute of Technology at the end of the second year. The studies of the third year are arranged for those who wish to complete a course at the Academy.

For students who are preparing to enter the Institute of Technology a year in advance, a course is arranged especially to meet the requirements.

Candidates for admission must be at least thirteen years of age, and must have a good knowledge of arithmetic, English grammar, geography, writing, spelling.

Students who have completed the course of study in the best Grammar Schools, are fitted to enter with profit upon the course at the Academy.

A written examination in arithmetic, English grammar and geography is held at the beginning of the year. The rank in writing and spelling is determined from the papers on the other subjects.

No student is admitted without examination.

Special students are received in any department, if qualified to pursue the studies with profit. Thus a student may take a course in the chemical laboratory or in mechanical drawing only.

These courses are especially adapted to meet the requirements of students who desire to become thoroughly qualified as teachers of practical science.

Laboratories, Apparatus, etc.—The addition to the Academy building gives ample rooms for the chemical and physical laboratories, where the students are instructed in the use of apparatus, and allowed to perform for themselves the experiments to illustrate the subjects of study.

Rooms are also fitted up and furnished with apparatus, models, etc., for mechanical and freehand drawing.

The above departments are arranged according to plans approved

* The study of Latin is not required.

by the president of the Institute of Technology, and teachers from the institute assist in the instruction.

Large and valuable cabinets are used to illustrate the instruction in geology and mineralogy, and excursions for field work and the collection of specimens form a part of the regular course in these branches.

The regular course of study and practice is intended :

First.—To give thorough training in the fundamental branches, which must necessarily form a part of any well-ordered course of preparatory study.

Second.—By experiments and practice in the laboratories, to train the eye and the hand, as well as the brain of the student, to careful and accurate work.

Third.—By the study of some branch of the natural sciences in every term throughout the course,—by the use of the cabinets, and by collecting, handling, and testing specimens,—to induce habits of close observation, and cultivate a taste for scientific pursuits.

Expenses to Students.—The rate of tuition, including all departments, is \$75 per year. Board and rooms can be obtained in private families near the Academy at from \$5 to \$6 per week.

The Academy occupies a beautiful and healthful location in an excellent neighborhood, in the centre of the town of Woburn, ten miles from Boston, on a branch of the Boston and Lowell Railroad.

Season tickets can be obtained at low rates by students who may desire to pass over this road daily to attend the school.

The present principal is L. S. Burbank, A. M.

Work Accomplished.—The president of the Institute of Technology is one of the trustees, and is very efficient in promoting the interests of this institution, which bears the same relation to Technical Schools which the early Academies bore to the College.

A considerable number of the students are graduates of High Schools, who come here for a single year to be fitted more thoroughly for admission to the Institute of Technology.

The following statement will show that the number of students fitted for the higher institutions is very large in proportion to the whole number, of which the average attendance has been about thirty.

The number admitted in the three years of the school's existence in its present form has been,—

To Institute of Technology, first year's class,	.	.	.	.	20
“ “ second year's class,	.	.	.	.	6
To Harvard Medical School,	.	.	.	.	2
To Tufts College,	.	.	.	.	1
To Rensselaer Polytechnic Institute,	.	.	.	.	1
To Naval Academy, Annapolis,	.	.	.	.	1
Whole number,	.	.	.	.	31

Several teachers have taken special courses at the Academy in botany, mineralogy, and chemistry. For these departments the most ample facilities are furnished.

The means for fitting up and furnishing the laboratories, and providing apparatus, as well as in part for carrying on the school, have been furnished by the citizen previously referred to ; a gentleman who is in many ways aiding in the introduction of science into the schools.*

The plan for recitations and divisions of time in this school is peculiar. There is a morning session of three and a half hours, during which is completed all the *recitation* work. The afternoon session is devoted to practice in the drawing-rooms and laboratories, and occasionally to lectures.

All the students are required to study drawing. Laboratory practice in chemistry is optional.

The division of time for afternoons, for example, is : Monday—lecture on mineralogy, with specimens tested. Tuesday and Thursday—drawing, freehand and mechanical. Wednesday and Friday—chemistry, lesson and practice in laboratory.

The experience of a little more than three years has demonstrated the fact that the drawing and laboratory work, as arranged, does not interfere at all with the regular lessons in language, mathematics, etc. The school accomplishes quite as much work in other branches as it could if no time was assigned to these. The theory is that the drawing and the laboratory work serve for recreation. It is at least sufficiently attractive to induce many of our students to work beyond the required school hours and on Saturdays, when there is no session.

DUKES COUNTY ACADEMY, WEST TISBURY.

[Compiled from items furnished by DAVID MAYHEW, Secretary of the Trustees.]

This school for the present year is kept but one term, and hence the income for tuition is small.

Buildings and Grounds.—A new building was erected in 1870, about forty by forty feet, two stories high, with French roof, and L one and one-half stories, about thirty by twenty feet. The extent of the ground is one acre. The building has a fine hall, which affords ample opportunity for lyceum and lectures.

Course of Study.—The course of study includes the ancient and modern languages, with common and higher English branches.

A library of one hundred volumes, with a cabinet of specimens and a limited amount of apparatus with maps, constitute the means of illustration and reference afforded by the school.

* Mr. John Cummings of Woburn, who also supports the "Teacher's School of Science" of the Boston Society of Natural History.

Lyceum.—There is no lyceum at the present time ; though at various times during the winter terms one has been sustained.

The work accomplished is that of the ordinary High School, there being no other school provided for secondary education in the western part of the county.

The government is in a board of trust, consisting of nine persons.

The principals of the Academy have ordinarily taught for short periods, frequently but one or two terms. Several of the first principals, however, as Leavitt Thaxter, Robert Coffin, and Matthew P. Spear, were retained for a series of years.

The locality of the Academy is one of the finest and most healthy in the State, commanding a full view of the Atlantic. The vicinity is free from the usual vicious influences of cities and large villages, and subject to highly moral influences. Intemperance has scarcely an existence in the community. The village has excellent church and hotel accommodations, with mercantile establishments, etc., etc.

WORCESTER ACADEMY, WORCESTER.

[Compiled from circular for 1876-7, and from sketch prepared for International Exhibition for 1876.]

Worcester Academy was originally chartered as the Worcester Manual Labor High School. It was the original design of the founders to afford opportunity for manual labor, by which students should assist themselves in obtaining an education. No other opportunity, however, was ever afforded than what the institution farm, rented to the steward, and the farms and workshops of the town of Worcester furnished.

Many of the students obtained work, and earned money, while at school, as in nearly all New England Academies. Beyond this, the manual labor department was only a name, and in 1848, by Act of the Legislature, the corporate name of the institution was changed to "The Trustees of Worcester Academy."

Buildings and Grounds.—The buildings, though not finished with the elegance of some of the more recent school buildings, are well adapted to the comfort and convenience of the student. They are of brick, and consist of a central or main edifice, flanked by two wings ; the north wing forming a dormitory for the gentlemen, and the south wing, a dormitory for the ladies. These wings, which retreat sufficiently to leave a front projection of the main building, extend beyond its rear wall, and with it make the three sides of an incomplete quadrangle. The main building is surmounted with eight towers, and the wings with two each ; and from whatever side it be viewed, externally, the pile is a model of symmetry and grace in its architectural design. The interior arrangements of the buildings are equally admir-

able for their convenience and attractiveness. All the public rooms, including chapel, recitation-rooms, parlor, library, reading-room, and dining-hall, are in the main building. Access to these is by means of passages and halls which traverse the entire length of the buildings on three floors, thus obviating the necessity of exposure to the weather for any purpose whatever, except by choice of the student, a consideration especially important for young ladies. The city water supplies the building throughout. Bath-rooms are on the lower floor. The teachers live in the Academy, the principal having apartments in the main building.

The healthfulness of its location is a superior advantage of the Academy. The air is of the purest and most invigorating quality, and students who are troubled with incipient diseases, almost invariably improve in health under the stimulus of the breezes that come fresh from the surrounding fields and hill-tops. Although the Academy, from its position, is somewhat exposed, yet the temperature is several degrees lower in summer, and higher in winter, than in the city, which is two or three hundred feet nearer the sea-level.

The grounds owned by the Academy originally comprized 60 acres, situated in the southerly part of the town. In 1869, the property formerly owned by the Ladies' Collegiate Institute, which, a few years before, had failed, and ceased to exist, was purchased by the Academy for \$40,000. The new property consisted of four acres of land, on the summit of Union Hill, within the city limits, with extensive buildings for academic and dormitory purposes. Extensive improvements have been made in the buildings. The Academy is now entirely free from debt, with a property in real estate valued at at least \$100,000.

Its funds have been derived almost exclusively from the benefactions of individual contributors, and from the judicious management of the treasurer of its board of trust. In the year 1845, a grant of a half township of land, in the State of Maine, was received from the Legislature of Massachusetts.

Means of Support.—The institution depends upon the income of its productive funds and tuition for support. An effort is at present making among its friends to increase the former by the contribution of a centennial memorial fund.

Libraries, Apparatus, Etc.—Each department of study has facilities of its own, in the way of maps, charts, and apparatus to aid the student in his course. All the advantages that the city affords, and they are many, in libraries, museums, workshops, etc., are within the reach of all who care to avail themselves of them.

There are connected with the school various associations for the mental and moral improvement of the student.

The Reading-room Association furnishes to its members a large

variety of the current literature, including daily and weekly secular papers, magazines, and religious periodicals.

The Legomathenian Society is a vigorous organization, whose history is identified with that of the school. Its members engage weekly in literary exercises, consisting of discussions, debates, declamations, readings, etc. The society occupies a room exclusively devoted to its use, and owns a library of several hundred volumes.

There is a library belonging to the school, to which students have free access.

The gentlemen have a fine ball-ground, and the ladies have croquet sets and ground for out-door recreation. The gymnasium is supplied with the best appliances for gymnastic exercise, including a bowling alley, horizontal and parallel bars, ladders, swings, etc. In this, during inclement weather, the gentlemen are required to practise daily, under a competent instructor.

Courses of Study.—These are a Classical Course, a Scientific Course, and an Academic Course, the latter being a modification of the other two. They are open to both sexes. The classical course embraces Latin, Greek, French, and German, with history, geography, and the mathematics; the scientific course embraces English literature, reading, geography, analysis, grammar and rhetoric, anatomy and physiology, botany and zoölogy, the constitution of the United States, book-keeping, and the mathematics, with physics and chemistry, and French and German as optional studies.

In addition to the regular studies of these courses, particular attention is given to exercises in elocution, English composition, and vocal music.

The design of the school is to take the initiatory in the discipline of the classics and sciences,—to begin rather than to complete the student's course of study. The Academy adheres to one purpose, that of offering to students of both sexes the very best facilities for beginning and pursuing their classical and scientific studies to the limit of their time and means, or to the end of its curriculum. This it does in the expectation that the *animus* of the school will stimulate the young man or woman who has not already conceived the thought, to attempt a more liberal course of study than the Academy can furnish.

Each course of study is arranged for four years; the classical gives for those who enter College a preparation equal to that of any Academy in the State.

Expenses to Students.—The school year of forty weeks is divided into three terms, two of thirteen weeks each, and one of fourteen. The price of tuition for the year is \$48; of board for the week \$3; of furnished rooms from \$7.50 to \$30. Other expenses are moderate, and no extra charges are made for tuition or school expenses, so that with

students of economical habits, the cost of a year's study, aside from clothing and travelling expenses, need not exceed \$250. A number of foundations, called scholarships, yielding about \$70 a year, furnish aid to worthy students who attain a prescribed rank in study, after six weeks' connection with the school.

Teachers.—The school opened with about thirty scholars, under the instruction of Silas Bailey, just graduated at Brown University. In 1836, the number of the pupils was one hundred and thirty-five, of whom only eighteen were from Worcester. Mr. Bailey was succeeded in 1838 by Samuel S. Greene, subsequently professor of mathematics in Brown University, and an active trustee of the Academy. Mr. Greene was followed in 1840 by Mr. Nelson Wheeler, who was principal for ten years. The school reached its highest usefulness under the scholarly instruction and self-sacrificing labors of Mr. Wheeler. Mr. C. C. Burnett, an able and efficient teacher, succeeded Mr. Wheeler in 1850. Mr. Eli Thayer of Worcester became principal of the school in 1852, and purchased the property in 1853. After his purchase, his connection with the school as a teacher ceased. With the change in the location of the school, which took place at this time, a frequent change in teachers commenced, and the public interest in the school declined. In 1866, Mr. Albert P. Marble became principal of the school, which relation he sustained with distinguished success. In 1869, the academy was transferred to the new buildings, and, from its reopening, has had a good degree of success. Under its present principal, Mr. Nathan Leavenworth, it has an attendance of sixty-five pupils.

Government.—The general management of the Academy is intrusted to a board of trustees, at present numbering twenty-five persons. These invest with plenipotentiary powers an executive committee of five, chosen annually from their number, to come into more immediate relations with the school, and to represent the larger body in an official capacity. The internal administration of the school rests with the principal, aided by his associate teachers.

The friends of the Academy can hardly overestimate the value of the service rendered to it by Hon. Isaac Davis. From the time it became a chartered institution until the year 1874, a period of forty years, he was president of the trustees. Nearly all the time he was its treasurer and a member of the executive committee. He contributed liberally for its foundation. He contributed money in large sums and in small sums to carry it forward. Though sometimes misunderstood and misrepresented, he remained faithful to his trust. During the darkest period of its history, when financial ruin threatened it, he, by his wise and prudent administration of its affairs, not only saved it, but prepared the way for its later prosperity. Less than \$12,000

had been contributed by individuals to the school prior to 1870, and yet, at that time, Mr. Davis could report \$35,000 in the hands of the treasurer. Through his management, there never was a day in the history of the school when its property was less than the day before. It is to this property, largely contributed by himself, that he has added within a few years, nearly as much more. Under the providence of God, the friends of this school owe its present existence and prosperity to Mr. Davis.

In the year 1874, Mr. Davis insisted that he should be excused from serving the Academy longer as president of its trustees, and in view of his advanced age, his resignation was accepted. Mr. J. H. Walker of Worcester had already by his liberality to the school, indicated that this position should be transferred to him. He was, accordingly, made president, and still holds the position. To him, also, the prosperity of the school has been a matter of generous interest. Besides his contributions to its permanent funds, he has added to the annual income of the school, from his own purse, such sums, amounting in all to thousands of dollars, as the higher usefulness of the school seemed to demand. He has also given a large amount of time and attendance to its material and educational interests, bringing to both large experience and far-reaching practical wisdom.

The founders of the school were earnest, Christian men, holding the sentiments of the Baptist denomination. The teachers of the school have usually been Baptists. The recent contributors to its funds were principally of the same denomination, but several generous contributions have been received from citizens of Worcester of other denominations, among which, one of \$2,000, from Hon. Stephen Salisbury of Worcester, is deserving of mention. The trustees and teachers are at present Baptists, but the school in its administration is characterized by the liberality which usually prevails in American denominational schools. No denominational tests are imposed, and denominational instruction forms no part of the curriculum.

LAWRENCE ACADEMY, FALMOUTH.

[From items furnished by L. HUNT, A. M., Principal.]

This Academy took the name Lawrence from its benefactor, Shubael Lawrence, who, in 1841, gave it a fund of \$10,000.

It has one good school-building.

Course of Study.—A four years' course of study is marked out, which includes the ordinary English branches, with the ancient and modern languages; excellent training is given in the German and French languages.

Expenses to Students.—Board can be obtained at \$4 per week in private families ; tuition is moderate.

Work Accomplished.—The influence of the school has been local, it serving the purpose of a High School, in the absence of any other provision in the town for secondary education.

The government is in a board of trustees.

For the past two years, the institution has been steadily increasing in numbers and in reputation ; and now ranking as a first-class school, it offers facilities for acquiring an education equal to that of most Academies of the kind in the State.

PEIRCE ACADEMY, MIDDLEBOROUGH.

The want of a suitable place of worship at central Middleborough first suggested to Deacon Levi Peirce the idea of erecting, at his own expense, an Academy building with a hall convenient for holding religious meetings. Under this prompting the Academy was raised in 1808. It was called the Middleborough Academy. The cost of the building and lot was \$2,500 ; this was paid by its founder. The property was conveyed to the trustees of the Baptist Education Fund, with the reservation that the hall should be used for holding religious meetings, when it could be so used without interfering with the school, and with the condition that the property should revert to the original owner if the school should be discontinued for twelve months. The school was neglected by the trustees of the Baptist fund, and the property reverted to Mr. Peirce.

In 1828, the property, with a church, a parsonage, and several building lots, was deeded, without reserve, and without recompense, to the Central Baptist Society of Middleborough.

In 1835, an Act of incorporation was secured, \$1,000 was added to the funds by subscriptions, and for seven years the Academy was continued with varying success. At this time, in 1842, by act of the trustees, it passed into the hands of J. W. P. Jenks as principal.

In 1850, it became absolutely necessary to erect a new building ; to secure this the principal devoted himself, and at length achieved success, and saw the institution established in a new building costing \$10,000, towards which the old had contributed \$335, private subscriptions \$5,000, and his own income the balance.

Meanwhile the apparatus and cabinets had increased to the value of about \$5,000, the purchase of the principal from his quarterly earnings. Thus matters stood at the end of the summer quarter, 1855, when the principal proposed that if the trustees would reimburse him to the amount he had expended upon the new building, he would sub-

scribe all the loss of interest, and then donate his apparatus and cabinets to the institution. After a year the amount was so nearly pledged upon paper that the principal acknowledged the conditions met, and fulfilled his promise by a transfer to the trustees of all right and title, legal and moral, to either the building or apparatus and cabinets.

The means of support at present are the income of productive funds and tuition.

The course of study embraces the ordinary curriculum of Academies.

The first effort of Mr. Jenks was to establish an English department of a high order; to this he devoted himself for nine years. In 1851, the patronage of the school encouraged the formation of a distinct classical department; this was placed in the hands of a male instructor, who gave his entire time to it.

The ornamental department was sustained by the preceptress, instructor on the piano, and vocal music teacher.

The principal retained as his special department the natural sciences, with modern languages and English literature.

These four departments were sustained uninterruptedly from 1851.

Mr. Jenks was an enthusiastic teacher of natural science, especially natural history. His museum of birds, fishes, tortoises and reptiles was remarkable. He was assistant of Agassiz in preparing his work on embryology.

In 1857 the distinctive features of graduating a class in the female department was inaugurated, and twelve young ladies received the diploma of the institution after finishing the prescribed course of study.

The preceptors for the first fifty years of the school were as follows:

- | | |
|---------------------------|-----------------------------|
| 1. Hercules Cushman, Esq. | 6. Abraham G. Randall, Esq. |
| 2. Rev. Charles Wheeler. | 7. Mr. Leonard Tobey. |
| 3. Mr. Hezekiah Battelle. | 8. Rev. Avery Briggs. |
| 4. Rev. Isaac Kimball. | 9. J. W. P. Jenks, A. M. |
| 5. Rev. B. F. Farnsworth. | |

Mr. Jenks assumed the duties of his office with the summer quarter of 1842. To him more than to all others was the institution indebted for its thorough organization, its efficient conduct and grand achievement during about one-third of the period of its entire existence.

The entire list of the principals has not been communicated; the present incumbent is Geo. H. Coffin; his immediate predecessor was Willard T. Leonard, A. M.

The school has had an attendance of two hundred pupils during some periods of its history; it has capacity for a considerably larger number.

MOUNT HOLYOKE FEMALE SEMINARY, SOUTH HADLEY.

[Abridged from sketch of MARY O. NUTTING, Librarian, Holyoke Seminary.]

Means of Support.—The school has no endowment, and has received few large donations from any source. Once only it has been aided by the State. In 1867, a debt of \$27,000 having been incurred, partly in building the gymnasium and in extending the south wing, and partly in purchasing more land, a grant of \$40,000 was solicited and obtained.

A gift of \$10,000 from Mrs. H. F. Durant was applied directly to the library. The late Miss Phebe Hazeltine of Boscawen, N. H., bequeathed \$15,000 to establish a fund for the assistance of deserving pupils. Certain smaller sums given for the same object by the donors, added to this, make in all about \$20,000. The sum of \$3,600 was bequeathed to the institution a few years since by the late Mrs. Julia M. Tolman, once associate principal, to begin a fund whose income might be used for the benefit of teachers.

Of the subscriptions for the building now in progress, the largest thus far is one of \$7,500 from A. L. Williston, Esq., of Northampton, the present treasurer of the Seminary. A few other individuals have given sums ranging from \$500 to \$2,000; but in general, as in the case of the first building, the donations have been numerous, rather than of large amount.

Buildings and Grounds.—The grounds at present comprise about fifteen acres. The frontage on the street is something over thirty rods; the depth, nearly seventy. Although little has yet been attempted in the way of ornamentation, nature has almost performed the part of a landscape-gardener, and though she has left something to hope for, she has certainly bestowed much to admire.

The various buildings have been enlarged from time to time as required by the development of the institution. The library is a fire-proof structure forty-eight by thirty-three feet, with an arched recess twelve by six feet on each side.

A new building, commenced in 1875, and designed for a laboratory, museum, and art-gallery, stands apart from the others. It is sixty-six by sixty-three feet, with a wing forty by twenty-four feet. It is of brick, with stone finishing, like those previously mentioned, but is more modern in style. The present observatory is scarcely more than a shelter for a good refracting telescope. A new building will be erected in a more favorable spot as soon as the funds shall be at command.

Course of Study.—"The grand features of this institution," wrote Miss Lyon, before its opening, "are to be an elevated standard of science, literature and refinement, and a moderate standard of expense;

all to be guided and modified by the spirit of the gospel." She did not propose to provide for the entire school education, but only for the later years of it. Candidates passed an examination in English grammar, geography, United States history, mental and written arithmetic, and Watts on the Mind. The regular course, as shown by the early catalogues, commenced with such studies as Euclid, ancient history, botany, physiology, and rhetoric, and went on through the three years, up to logic, mental and moral philosophy, and Butler's Analogy. Latin was not then embraced in the curriculum, though it was from the first strongly advised as an optional study, and as early as 1840 about one-fourth of the pupils were voluntarily pursuing it. Candidates are not admitted till they are sixteen years of age, and many are older. The age at graduation is generally between twenty-one and twenty-two.

Since 1862 the regular course has occupied four years. At present there is an optional course which includes French, German, and Greek, which may be pursued in addition to the regular course, but is not to be substituted for any portion of it. Candidates for admission are examined in English analysis, elementary algebra, physical geography, and Harkness's Latin Grammar and Reader, as well as in the preparatory studies previously mentioned, Watts on the Mind excepted. [For regular course see Historical Sketch by Librarian, 1876.]

The intellectual labor required amounts to about six hours per day; that is, two recitations of forty-five minutes each, and four hours spent in study. As a rule, only two studies are pursued at a time, though one may have, besides, a brief exercise in elocution, penmanship, drawing or painting; and nearly all take lessons two or three times a week in vocal music and gymnastics. There are but four recitation-days in a week, a fifth being devoted to English composition and general business. Several courses of lectures in the various departments are given each year by eminent professors.

Much besides intellectual furnishing and drill has always been aimed at by the institution. In the condition of the large household there is not a little which favors the cultivation of habits of self-control, system, punctuality, and general efficiency which are so indispensable to a woman. The institution has ever been a family as truly as a school,—a family whose members study together; a Seminary whose pupils and teachers reside together, mingling constantly in the familiar and affectionate intercourses of a well-ordered Christian home.

Library, Etc.—The present number of volumes in the library is about nine thousand, not including the valuable library bequeathed to the Seminary by the late Dr. Kirk, which is soon to be received, and which will form an important acquisition. Great care has been bestowed

upon the selection of the books by Mr. Durant, assisted by eminent librarians. As the books have been chosen with special reference to the various courses of study pursued here, teachers and pupils are able to consult a wide range of authorities upon any topic before them.

The mineralogical, zoölogical, and botanical collections are excellent and ample. These, together with the apparatus for illustrating physical science and chemistry, as also that for art-culture, are to have abundant facilities for use and display in the elegant and commodious art-building now approaching completion.

Expenses to Students.—The terms for board and tuition have always been kept as low as possible, and cover the ordinary running expenses. During the first sixteen years of the school the pupils paid only \$60 for the forty weeks of the school year, fuel and light, however, being additional. The prices have from that time been gradually raised, till at the present time the whole expense, including warming, lighting, lecture fees, and one or two other incidental expenses, is \$175. The terms from the first have been about what one would have paid at the given period for board in a country village. Its teachers, chosen generally from its own graduates, have been so warmly devoted to the Seminary, and so fully in sympathy with its benevolent aims, that they have preferred its service to the more lucrative positions open to them elsewhere.

Work Accomplished.—The whole number of different pupils that have attended the institution is about five thousand one hundred and fifty; of these Massachusetts has furnished one-third. Other States and Territories have furnished smaller numbers; while the "islands of the sea" and many foreign nations—India, Persia, Syria, China, Turkey, and Holland—have all had their representatives.

Fully three-fourths of the whole number of students have taught more or less after finishing their studies, and many have engaged in missionary work of some kind, either in foreign lands or at home.

The ordinary daily housework of the family is performed by the young ladies, superintended by the teachers and matrons. Each young lady spends about one hour a day in domestic work. Various considerations led to the adoption of this system. Miss Lyon, the projector of the Seminary, expected the plan to promote the health of her pupils, by furnishing them with a little daily exercise of the best kind; their improvement was to result from preserving and increasing their interest in domestic employments; and their happiness, by relieving them from that depressing dependence on the will of hired domestics to which many a New England home is subject. But as years have passed benefits not clearly foreseen have appeared; and not least among the good works accomplished, perhaps, is that silent influence upon character which results from watching the domestic affairs of a

family of three hundred going on smoothly and successfully day after day, and year after year, without servants; the influence which system, coöperation and prompt activity always exert. And' no less valuable is the habit induced of considering the general good, of doing something for others, and of having something done for one's self—of ministering to others and of being ministered to. These relations have had a most important influence in training the pupils to bear their part among the workers of the world.

The government or corporation consists of a board of trustees, with a president, secretary, treasurer, auditor, executive committee, and finance committee, each consisting of three; also, two standing committees, a library and education committee, and a sanitary committee.

The corps of teachers numbers from twenty-two to twenty-six. It consists of a principal, with one or two assistant principals, all of whom are appointed by the board of trustees; and of assistant teachers, with a physician and librarian, all of whom are appointed by the principal with the approval of the trustees.

The principals of the Seminary have been as follows:—

Miss Mary Lyon,	. . . . .	from 1837 to 1849.
Miss Mary C. Whitman,	. . . . .	" 1849 to 1850.
Miss Mary W. Chapin,	. . . . .	" 1850 to 1865.
Mrs. Sophia D. Stoddard,	. . . . .	" 1865 to 1867.
Miss Helen M. French,	. . . . .	" 1867 to 1872.
Miss Julia E. Ward,	. . . . .	" 1872.

Mount Holyoke is an institution of a very high grade; indeed, the standard of admission, its aims, its methods, its course of study, and the facilities it affords, indicate that it is virtually a collegiate institution.

The Mount Holyoke Seminary is situated in the village of South Hadley, Hampshire County. Mount Holyoke, from which the institution derives its name, is four miles north of the village. The scenery of the vicinity is noted for its quiet and varied beauty. Picturesque little lakes within and adjacent to the Seminary grounds afford rare opportunities for rowing and skating, which are well improved by the young ladies.

Mary Lyon, the founder of Mount Holyoke Seminary, was born in Buckland, Franklin County, February 28, 1797; she was endowed with a superior intellect as well as with extraordinary physical vigor. To these was added a religious character of corresponding depth and power, which fitted her to become one of the world's benefactors. Her education was obtained by no small effort and self-denial, which, however, were made light by her intense desire for knowledge. From 1824

to 1834 she was associated with the eminent and accomplished Miss Grant in conducting at first the Adams Female Academy, at Derry, N. H.; and afterwards the Female Seminary at Ipswich, in the eastern part of Massachusetts. While thus engaged, she began to long for the establishment of a permanent institution for the education of young women, whose expenses should be so moderate as not to debar those of limited means, and whose advantages should be so great that the wealthy could find none superior elsewhere. Hitherto it had been generally supposed that girls needed but little education, and that chiefly ornamental. The schools which private individuals here and there had found it convenient to carry on, sufficed to give a smattering of certain accomplishments to the daughters of affluence, and there were district schools for the rest. What more could be desired? For a long time the public could not be awakened to the importance of the subject. But none the less did Miss Lyon ponder the needs, the duties, the possibilities of woman, till the great enterprise had absorbed her whole soul. "Had I a thousand lives," she wrote, "I would sacrifice them all in suffering and hardship for its sake."

After years of patient thought, prayer and effort, the way was opened. Little by little the funds were collected for the first building. The corner-stone of a four-story brick building, ninety-four by fifty feet, was laid October 3, 1836, and in thirteen months the school was opened and a large class of young ladies at once availed themselves of the liberal provision thus made for their higher culture.*

WHEATON FEMALE SEMINARY, NORTON.

[Collated from Catalogues and from Phrenological Journal for March, 1875.]

Means of Support.—The Seminary has been from its establishment the recipient of large benefactions from the founder, Hon. Laban Wheaton of Norton, and from the Wheaton family; it has at present no fund, but is to receive an estate in Boston now valued at \$200,000 on the decease of Mrs. Wheaton. The current expenses are met by tuition.

Buildings and Grounds.—The buildings consist of seminary building; boarding-house, having an irregular front of one hundred and sixty feet, with two wings like telescope tubes drawn out; a library building, and observatory.

Course of Study.—The regular course of study necessary to gradua-

* Those desiring fuller accounts of Miss Lyon and those whose labors contributed to the success of her noble enterprise, are referred to the *Life of Mary Lyon*, published by the American Tract Society, N. Y.; *Life of Mary Lyon*, American Tract Society, Boston; Daniel Safford: Congregational Publishing Society, Boston; *Memorial Volume of Mount Holyoke Seminary*, South Hadley, 1862.

tion embraces four years; but the time required in any case must depend upon previous attainments and upon the diligence of the scholar. The course of study for senior year includes mental philosophy, moral science, English philology, history of civilization and literature, and Butler's Analogy.

For twenty years the school has been strong in mathematics. The natural sciences are made practical by cabinets, herbariums, and by experiments. Says a writer, speaking of this Seminary, "Young people who have learned to watch cocoons for their opening, seeds for their growing, and birds for their songs and nests, are provided for life with pleasant occupations." Prominence is given to history and literature; free use of the excellent library is allowed and enjoined in connection with these studies. French requires equal thoroughness with other branches. A French table always, and a German table occasionally, afford good opportunity for colloquial practice. Composition receives a large share of attention, being taught as a science as well as an art, by a critical teacher. The institution has a well-earned reputation for music; and the riding facilities are unsurpassed by any riding school in this country. A daily "general question," and a general exercise semi-monthly, when the newspapers of the fortnight are reported on, all do their share of educating. Nor does the work of the school cease with the day of graduation. The teachers, who have bestowed so much love and labor upon the young ladies in compliance with the request of alumni, cheerfully and even gratefully prepare for post-graduates notes indicating a course of continued home study. The outline and list of books to be used are provided on application to the principal.

Library, Cabinets, Etc.—The library contains 3,000 volumes, carefully selected and very valuable, especially for reference. There is a geological cabinet, a collection of mineralogical specimens and shells, a telescope of English manufacture, an herbarium, and good philosophical and chemical apparatus.

A literary society, called the Psyche Literary Society, is maintained by the young ladies.

Expenses to Students.—The Wheaton liberality makes it possible to keep the expenses very low, so that board and tuition for the school year are but \$225, while \$20 will cover all "extras," except lessons in modern languages, drawing, horsemanship, etc., which are on very moderate terms. There are eight scholarships, and very rarely is a pupil of promise allowed to leave through lack of means. For forty years this part of Judge Wheaton's plan has been carried out in spirit and to the letter.

Work Accomplished.—It is impossible to enumerate the teachers, artists, writers, and business women among the three thousand who

have attended the Seminary for a greater or less length of time ; there are but few who are not useful and practical in society, and most are active Christian workers. The school has special interest in certain missionaries who have been teachers or pupils ; among those are Mrs. Hartwell of China ; Mrs Bryant, formerly of Turkey ; Mrs. Winsor and Mrs. Capron of India ; Mrs. Grout of South Africa, and Mrs. Cochraine, missionary and physician in Persia.

The government of the Seminary is in a board of trustees, with president, secretary, and treasurer.

Teachers.—At present the faculty is made up of the principal, with eight resident teachers, five teachers from the city, and four lecturers, comprising in all eleven ladies and seven gentlemen.

The principals of the school, with terms of service, are as follows :—

Miss Eunice Caldwell,	. . . . .	from 1835 to 1838.
Miss Eliza R. Knight,	. . . . .	“ 1838 to 1840.
Miss Martha E. W. Vose,	. . . . .	“ 1840 to 1842.
Miss Martha C. Sawyer,	. . . . .	“ 1842 to 1846.
Miss Elizabeth A. Kate,	. . . . .	“ 1847 to 1849.
Miss Margaret Mann,	. . . . .	“ 1849 to 1850.
Mrs. Caroline C. Metcalf,	. . . . .	“ 1850.

The influences which led to the establishment of this Seminary seem to have emanated from Ipswich and Byfield. The efforts of Rev. Joseph Richardson, and afterwards of Misses Grant and Lyon, in the cause of female education, served to awaken a deep and general interest in that cause throughout the State. Other minds were led to devise means for promoting a work so auspiciously commenced by them.

In the year 1834, an individual deeply interested in the work suggested to the Hon. Laban Wheaton of Norton, the plan of establishing in this part of the State, a Seminary for young ladies. On that very year an only daughter had been removed by death. In his deep affliction it occurred to him that the patrimony which was designed for his daughter, and which he was not permitted to bestow upon her, might be beneficently bestowed upon the daughters of others in furnishing them with facilities for acquiring a more liberal education. With the counsel and hearty coöperation of his only son, the late Laban M. Wheaton, Esq., he at once decided to adopt and carry out the plan suggested. Buildings were erected, trustees were appointed, and after free consultation with Miss Lyon, who was much interested in the enterprise, and with others, the institution was opened for the admission of pupils. At the first meeting of the trustees, Mr. Wheaton, pointing to the infant Seminary, said : “ I had a beloved daughter ; it pleased God to take her away ; and yonder is a part of what I had intended for her.”

To the future of this Seminary its trustees and friends look with confident hope and trust. Already has the patrimony which God did not suffer to descend to a beloved daughter, descended in ministries of good to thousands of the daughters of others.

After the death of Mr. Wheaton, in 1846, the Seminary continued to receive the most thoughtful attention and liberal benefactions from his son. There is *one* still spared to aid the work commenced and carried forward by the father and son.

PUTNAM FREE SCHOOL, NEWBURYPORT.

[From items furnished by JOHN N. PIKE, Esq., Secretary Board of Trustees.]

Oliver Putnam, whose name this school bears, endowed the school in the sum of \$50,000; the income of this endowment has been the means of its support. There is one building, of brick, with freestone trimmings, and one hundred and three rods of land.

By the Act of incorporation, the school was established as an English school. In accordance with this provision, the course of study has been limited to the sciences, mathematics, and to the preparation of a practical rather than a professional life. The school has a supply of apparatus for the illustration of physical sciences, and a good mineralogical cabinet. There are no expenses to students. By conditions of the will of the donor, the school was to be free to the children of the residents of Newburyport first; then, in case these did not fill it, to those within the county; and then to those from abroad.

The school has exerted a wide and excellent influence through its large number of well-trained graduates. The government is vested in a board of trustees, with power to fill vacancies.

The Putnam Free School is now united with the city High Schools, under the name of "The Consolidated High and Putnam Schools," having a principal, preceptress, two male and three female assistants, two of whom are appointed by the trustees, the others by the school committee. This union was for the term of ten years, from September, 1868. The Brown School, which was united with the Putnam Free, was founded in 1764.

WILLISTON SEMINARY, EASTHAMPTON.

[Compiled from Alumni Records of Williston Seminary. JOSEPH H. SAWYER, A. M.]

Endowment and Tuition.—The present endowment of Williston Seminary is about \$100,000, and the income from tuition and rents \$12,000. The future endowment will be, from estate of the late Samuel Williston, on settlement, \$200,000, which immediately reverts to the school; at decease of Mrs. Williston, \$150,000 more, which

must remain a permanent fund. In course of time, the school is to receive \$100,000 additional; and Mrs. Williston has given the family homestead, which is valued at \$50,000, making, with the present endowment, a total of \$600,000. The \$200,000 which immediately reverts to the school may be partly used for buildings and apparatus.

Buildings and Grounds.—There are three dormitories, having in them the recitation-rooms; a gymnasium, and an astronomical observatory; all these are of brick. The school also owns a boarding-house, the principal's and the janitor's houses, all of wood. The grounds occupied by these buildings contain about four acres; the Williston homestead about thirteen acres.

Course of Study.—There are two courses of study, a classical, furnishing preparation for College, and a scientific, furnishing preparation for technical schools, or graduating those who do not study farther. Diplomas are given in each of these courses. The courses are parallel, and for three years.

The prudential committee of the board of trustees have authorized the following statement regarding the plans for the future:—

“It was the design of the founder of the school to make, not a College, nor a professional school, but a secondary institution of a far higher order than any now existing. The courses of instruction are to be divided into distinct professorships. To the charge of these are to be appointed men of eminent talent, scholarship and culture,—men who by experience are adepts in teaching, and who will devote themselves exclusively to the interests of the Seminary. The number of professors and instructors is to be sufficient to meet all the requirements of the instruction, and they are to receive such compensation and to have such hours of labor that they can perfect themselves in their departments and pursue their researches beyond the mere necessities of the class-room.

“The classical department will afford the most complete and thorough preparation for the best Colleges, and also furnish a good training for those who contemplate going at once from the secondary school to professional study. Students of the English class will lay a solid foundation of culture in a thorough mastery of the common English branches. In the scientific department young men are to be instructed in all the branches of science, literature and philosophy of a College course, and also in business forms and methods, in drawing and designing, and in architecture. Those who desire it will be taught in the most accomplished manner the French and German languages. This instruction will embrace not only the literature of those tongues, but the art and practice of conversation in them.”

Libraries, Apparatus, Etc.—The seminary library contains fifteen hundred volumes; the society libraries, fifteen hundred volumes. The geological and mineralogical cabinets contain about five thousand specimens; the herbariums, about two thousand. The chemical labor-

atory furnishes abundant means for independent work, while the philosophical apparatus is very complete and new, costing \$5,000. The instruments for surveying and engineering are also complete. The department of physiology and anatomy is furnished with manikin, skeleton, and with prepared specimens of human and comparative anatomy. The observatory has telescope and fixtures costing over \$1,000. The gymnasium is fully equipped, and exercise is required; the building and fixtures cost \$10,000. The art-room is furnished with models and drawings; instruction is given in freehand and mechanical drawing.

Lyceums, Etc.—There are two literary societies, one in each department, with furnished rooms, libraries, etc.; both are well sustained, and fruitful of good. An alumni association was formed in 1867; its officers are president, secretary and executive committee.

Expenses to Students.—Tuition is \$63 per annum; tuition is free to indigent students. Room-rents vary from \$15 to \$60 per annum. In town, rents vary from \$1 to \$3 per week. Board varies from \$3.50 to \$7 per week.

Work Accomplished by the School.—"The Seminary opened with a male and female department. The latter was suspended in 1864. The largest number of ladies in attendance during any year was one hundred and eighty-seven, and the smallest, forty-four. There were fifty-four names of ladies in the catalogue of 1864. The first catalogue contains one hundred and ninety-one names, male and female,—two-thirds of these are in the English course. The total rose rapidly until, in 1846, it stood at five hundred and forty-two. After that it declined, and the yearly average stood between three hundred and four hundred until the discontinuance of the ladies' department. The average term attendance since the war has stood at one hundred and seventy-five.

"During the first five years of the Seminary's existence, ninety-five per cent. of the pupils were from New England, sixty per cent. from Hampshire County, and thirty per cent. from Easthampton. As High Schools were established in the neighboring towns, this local patronage fell off, and the growth of South Hadley Seminary affected the number of ladies. During the second five years the percentage from New England had dropped to ninety, and the percentage from Hampshire County to thirty-three. For the next ten years the percentage for New England stood at eighty-five, and the Hampshire County percentage continued at thirty-three. With the increased cost of board and the continued development of home schools, these percentages continued to decline until, at the present time, the attendance from New England is fifty per cent., and that from Hampshire County is ten per cent.—half of the latter from Easthampton. This indicates

that the Seminary began as a local school, and served the purpose of a High School for many neighboring towns. It has ceased to be local and has become national."

The whole number of students in attendance upon the school to date is six thousand two hundred and forty-three,—males, four thousand nine hundred and sixty-six; females, ten hundred and seventy-seven. The whole number reckoned alumni is one thousand one hundred and seventeen. The number who have graduated at Colleges is five hundred and twelve; at professional and scientific schools, who are not college graduates, is eighty-eight; at present in College and scientific schools, eighty-eight. The average number of graduates per annum is about forty; of these twenty to thirty are in the classical department.

Of graduates and others there are in the ministry, or in preparation, one hundred and sixty-seven; in law, one hundred and seventy-four; in medicine, eighty; in teaching, eighty-nine; in conduct of newspapers, twenty; in engineering, twenty-five. The total reported in the professions and learned avocations is five hundred and thirty-seven; of authors reported there are twenty-four; forty are reported as eminent in political life; and in the army record three hundred and eighty-six, of whom two hundred and thirty are non-commissioned officers and privates, nine are generals, sixteen colonels, etc.

Government.—The government of the institution consists of a board of trust numbering fourteen,—half of them clergymen, the rest lawyers, teachers or business men. The whole number of trustees from the commencement is thirty-four. [For names and record of trustees and teachers, see Alumni Records, 1875.]

Teachers.—The Seminary has had four principals: Luther Wright, M. A., from 1841 to 1849; Josiah Clark, M. A., from 1850 to 1863; Marshall Henshaw, D. D., LL. D., from 1864 to 1875; the present principal is Rev. James Whiton, Ph. D. The school has had eighty-eight teachers beside the principals. The total faculty at present numbers nine.

"Williston Seminary had its beginnings in the consecration, in 1832, of a considerable sum of money by the Hon. Samuel Williston to the service of mankind. The specific object of his charities was not determined until after years of deliberation and counsel. It was a favorite plan of the first principal to have his pupils study in a school-room under his direction. When he was furnishing the first building, Mr. Williston said to Mr. Wright, 'If you think we shall ever have a hundred pupils here, I will place a hundred chairs in the school-room.' Mr. Wright thought he would risk it. Ninety pupils appeared during the first term, and the school-room soon proved too small. There was then one building (two stories) of wood, with dormitories for sixty,

besides the boarding-house. In 1844 a second building, of brick (three stories), the present middle hall, was erected. The dormitories must then have accommodated one hundred and forty. The wooden building was burned in March, 1857. It was at once replaced by a brick building, the present south hall (three stories high), which, besides recitation-rooms, has dormitories for forty-eight. The gymnasium (two stories) was erected in 1864. North hall was built in 1866 (four stories high). This contains only one recitation-room, and increases the dormitory accommodations to two hundred and fifteen. The astronomical observatory was erected in 1872."

Samuel Williston, the founder, was born June 17, 1795, and died July 17, 1874. "He was the son of Rev. Payson Williston, who settled as the first pastor of the First Church in Easthampton, in 1789. He is said to have inherited his mother's disposition and traits, —patient perseverance, painstaking application to business, and thrifty husbandry. He was designed of his father for the ministry, and he began his preparation at the Phillips Academy, Andover. But his eyes failed, and the plan of his life was changed, he becoming in turn clerk, agriculturist, and manufacturer, especially of buttons, in which he eventually gave employment to one thousand families scattered through the Connecticut Valley.

"Mr. Williston became very rich, chiefly by careful savings of small profits. He bestowed his wealth with liberal hand, and has laid the present generation, and those that shall succeed, under lasting obligation to him. It is estimated that his benefactions during lifetime amounted to \$1,000,000, and in his will he has made provision for the distribution of three-fourths of a million more. He gave from principle and not from impulse. Consequently he always weighed well the merits of the object presented for his aid. When he approved, he gave well. He gave largely to Amherst College, and thus saved the College to mankind, and by his example and personal solicitation stimulated others to give. He saw the population of his native town increase from five hundred to four thousand, with a valuation of two and a half millions, and a manufacturing capital aggregating \$1,500,000; and all this chiefly due to enterprises originated by himself.

"Mr. Williston was married in the spring of 1822, to Emily Graves of Williamsburg, and it was through her enterprise that his attention was first directed to the manufacture of buttons, which laid the foundation of his fortune."

MAPLEWOOD INSTITUTE, PITTSFIELD.

[From Catalogue and items furnished by Rev. C. V. SPEAR, Principal.]

This Institute is supported entirely by tuition fees.

Buildings and Grounds.—There are four buildings occupied by the Institute for school, boarding, chapel, and gymnasium; large, well connected, and in good condition. The grounds cover six acres; these contain besides garden, a lawn, shaded by maples and elms of forty years' growth, and ornamented with arbors, shrubbery, vases and flowers, fountain and walks.

Course of Study.—The Seminary has a preparatory, and a higher or institute department. There is also in successful operation a kindergarten. The kindergarten it is not necessary to describe. The testimony here, as elsewhere, is that pupils who have its advantages surpass all others when they enter the primary and higher schools, and never lose the early impulse thus received.

The preparatory course includes lessons in botany and Latin, in addition to the English branches of the ordinary Grammar School.

Through the higher course there run like continuous threads, natural science, mathematics, linguistic or literary studies, music and drawing; but with these, orthography, penmanship, elocution and essay writing are continued in class or in general exercises.

Much illustrative and object teaching characterizes the school; but text-books are believed by the teachers to be an essential aid to this class of students.

The Institute has a high reputation for the thorough and skilful manner in which music is taught. Students are taught harmony and the theory and history of music, with special reference to teaching.

Libraries, Cabinets, Etc.—There is an excellent library of one thousand volumes in the Institute, constantly accessible to the pupils. There are cabinet collections, with a good supply of apparatus for illustration in physics and chemistry; there is also a good collection for reference in teaching mineralogy and botany.

The furnishings for the gymnasium, especially for light gymnastics, as dumb-bells, wands, clubs, etc., are quite complete.

Expenses to Students.—Board, with tuition, is \$500 per year; for day pupils the average tuition, with extras, is about \$50 per year.

The government of the Institute is entirely in the control of the principal, who is also the proprietor; but there is a board of trustees also of examiners, invited for occasions.

Teachers.—The corps of teachers consists of a principal, a lady principal, and eight teachers, including the teacher of the kindergarten.

The Institute, founded in 1841, has had thirty-four years of remarkable prosperity. Its uniformly high rank, with its great beauty, salubrity, and accessibility, have combined to draw its pupils from every State in the Union. Nearly one-fourth of its graduates have come from the Southern, Middle, and Western States.

PUNCHARD FREE SCHOOL, ANDOVER.

The founder of this school was Benjamin Hanover Punchard. His design was to secure to the town of Andover a school which should meet all the conditions of a town High School, and the result has been, in the main, reached; but there was one alliance provided in the will of the founder which has in a measure restricted the school in its operations; viz., the requirement that the school shall be under the direction of trustees, of whom one must be the rector of Christ Church, one the pastor of the South Parish, and one the pastor of the West Parish, while the remaining five, to be elected by the town, must be two from Christ Church Parish, two from South Parish, and one from West Parish.

By special Act, the town of Andover was released from the obligation to maintain a High School, the purpose being that the Punchard Free School should be to the people a High School such as the statutes required; but when the school-house was burned, and by an Act passed by the Legislature of 1869 the town was authorized to assist the trustees in rebuilding and in maintaining the school, an action was brought by certain parties, against the inhabitants of Andover and others, for an injunction to restrain from doing anything under votes passed in accordance with said Act, and it was decided by the supreme court that the Act was unconstitutional. (See Thirty-Eighth An. Rep. Sec. B. Ed., p. 129.)

The school has one commodious building, well furnished, and supplied with valuable apparatus; its site includes eight acres of valuable land in the most accessible part of the South Parish of Andover.

The school is free to all the pupils of the town recommended by the school committee, and of proper qualifications, as determined by the board of trustees.

The course of study both in the classical and in the English department is very complete, and affords a thorough preparation for College or for practical life.

The school has had but three principals, the present, Wm. G. Goldsmith, A. M., having had charge of the school for seventeen years.

LASELL SEMINARY FOR YOUNG WOMEN, AUBURNDALE.

[From items with Catalogue and Historical Sketch furnished by Charles C. BRAGDON, A. M., Principal.]

Means of Support.—This Seminary has no endowment. The receipts from tuition and board are about \$23,000 per annum.

Buildings and Grounds.—The institution has one building. It is plain in exterior, but ample and exceedingly comfortable in the interior. The building stands at such an angle with the points of compass that every room has the direct sunshine during some part of the day. The school-rooms are all on the first floor; there are but few stairs, and those are of easy grade; the halls are large, the parlors are well connected; the closets are ample. The building is heated throughout by steam, and lighted by gas; the drainage is perfect, and the water pure and wholesome. The grounds cover six and one-half acres.

Course of Study.—The full course of studies embraces the kindergarten, the primary, the preparatory, the seminary, the college preparatory course, and the graduating course in music. In the kindergarten course the foundation of education is carefully and symmetrically laid. In the primary department the rudiments are thoroughly taught. In the preparatory department, with the ordinary English studies, a certain amount of Latin and French are taught. In the seminary proper, and in the college preparatory department, are taught the ordinary course in languages, history, science and mathematics required to fit for College, and much careful training is given in elocution, English literature, and composition, in calisthenics and gymnastics.

Special attention is given throughout the course to reading, spelling, and penmanship.

The course in pianoforte is equal to that of the New England Conservatory of Music.

A three years' course in vocal culture will be in operation the coming year.

Instruction is provided in every branch of the arts of design. The methods are those of the best schools of art. Lectures are given on the history as well as the theory of the arts of painting, sculpture and architecture.

A course of twelve to sixteen lectures on general topics is given annually by gentlemen and ladies eminent in their departments.

The distinctive idea of Lasell Seminary is that of home care and home training. The number of pupils is never increased beyond the ability of the teachers to become acquainted with, think of, plan for,

and direct each one personally. The school is visited daily by a skilful physician, who has charge of matters of health and sanitary regulations. In this connection are given weekly practical familiar talks in physiology and the laws of health as applied to the distinctive offices of a woman's life, and also to the student-life the pupils are leading.

Regular exercise in the open air; careful attention to the modes of dress; fortnightly social gatherings, in which the students assist the teachers in "doing the honors"; familiar impersonal criticisms of matters of etiquette, of courtesy and speech; together with regular social religious meetings, and Bible instruction, and constant Christian example, all tend to the formation of that Christian character which is the distinctive aim of the institution.

Self-government is secured largely by an appeal to the pupil's sense of honor, to her sense of right. Any pupil who at the end of one term has attained the highest excellence of conduct, is enrolled on the list of "self-governed," and takes the following pledge: "I will try to so act that if all others followed my example our school would need no rules whatever. In manners and punctuality I will try to be a model, and in all my intercourse with my teachers and school-mates, I will try to throw my whole influence in favor of what I believe to be right and for the best good of the school." Thenceforward such student does "as she pleases" as long as she continues to show herself worthy of unlimited confidence. Those who have attained a certain other rank, have a place on the "roll of honor," and are distinguished by privileges, inferior to those awarded to the "self-governed." The results are thought to be admirable.

Library, Cabinets, Etc.—There is a well-selected library, to which the students have free access. The reading-room is supplied with a good selection of papers and magazines.

A good beginning has been made in the provision of apparatus for experiments in natural philosophy and chemistry, and a cabinet of specimens to illustrate geology, mineralogy, etc. The school is supplied with maps and diagrams for use in the study of geography, physiology, zoölogy, and geology.

In the musical department seven square grand pianos, all new, have been provided, as also a concert grand piano, and a two-manual pipe-organ, with full set of pedals.

The art-room is ample, well lighted and pleasant; the best of models are furnished for the use of the students.

A large, well-furnished room for gymnastics is provided upon the first floor.

Expenses to Pupils.—The board is \$250 per year, tuition is \$60 and \$90 per year, in the regular courses. Special tuition in music is \$60 to \$150 per year. In art, \$60 per year.

Work Accomplished.—The Seminary has had students from nearly every State in the Union, besides several from abroad.

The government is by a board of trustees, all members of the Methodist Church. Among those who have been trustees in the past are Lemuel Crehore, Jacob Sleeper, William Clafin, and others of like prominence.

Teachers.—The faculty consists of a principal, a preceptress, six other gentleman and seven other lady teachers, besides the lady principal of the kindergarten.

Very great care is taken to secure teachers not only of superior attainments in their respective departments, but of a personal character calculated to win the respect and regard of the pupils.

History.—In 1851, Edward Lasell, professor of chemistry in Williams College, founded this school. At his early and much lamented death in 1853, George W. Briggs took charge of it, and when he resigned in 1862, Rev. Charles W. Cushing became proprietor and principal. It was thus carried forward as a private school, widely and favorably known for its earnest support of the cause of the thorough education of women, till 1873, when it was purchased by some of the leading men of Boston, who called the present principal, Chas. C. Bragdon, A. M., to its control, generously expended a large sum in refitting it throughout, and thus started it on a new career of prosperity and usefulness.

OREAD INSTITUTE, WORCESTER.

[Compiled from Catalogue, and from items furnished by H. R. GREENE, A. M., Principal.]

The means of support are limited to tuition.

Buildings and Grounds.—The Institute occupies one main building, one hundred and fifty by forty feet, flanked by round towers at each end fifty feet in diameter; the main building is three stories, the towers four stories in height. The grounds occupy about four acres.

Course of Study.—The Institute has a preparatory and an academical department. The full course for the academical department covers the work of four years. The pupil's time is devoted about equally to science, mathematics and language.

The Latin language is studied with constant reference to securing a mastery of our own. The Greek is studied for its entertainment, and for the relation of its terms to the technicalities of science. Native teachers are employed in instruction in German and French, and in the advanced classes recitations are conducted in French. The natural sciences are constantly illustrated by reference to nature herself, to art, and to the affairs of common life. Art and artists, as well as poetry and poets, are carefully studied. Ornamentals have their share

of time outside of the regular study hours, while music has a high place in the curriculum. Regular gymnastic practice, having reference to the healthful development of the muscles, the lungs, and the body generally, is required of every pupil.

The social, moral and religious culture of the students is a matter of the utmost care. Bible studies by the principal, together with family devotions, Bible class and Sabbath services, while entirely free from all sectarian bias, are directed to the moral and religious development of the mind and heart of the students.

The library contains about four thousand volumes. But a moderate investment has been made in apparatus. The studio has been much improved of late, but the room is not largely stocked with good models or pictures, and has no statuary. No room is specially furnished as a gymnasium.

Lyceum.—There is a literary society sustained entirely by the young ladies. Discussions, essays and literary criticisms constitute the principal exercises. A periodical is conducted by the students, and read at the regular sessions.

Expenses to Students.—The price of board is \$220 per year; for tuition it is \$80, without extras.

The number of boarding pupils is limited to fifty, though day pupils are received, and enjoy all the privileges of boarding pupils.

The government is at present wholly with the principal, H. R. Greene, A. M., who has had charge of the school for ten years.

The Oread is built of stone, and, in its form and style of architecture, resembles the feudal castles of the Middle Ages. Though presenting a somewhat gloomy exterior in its first impression on a stranger, its compartments are airy, cheerful, and pleasant. The site is an eminence, commanding a delightful view of the city and surrounding country. The grounds are ample, and ornamented with a variety of trees.

The city of Worcester is unsurpassed for healthiness, and is easy of access. Justly celebrated as a city of education and refinement, it becomes an important auxiliary to the Institution in the means of culture which it affords.

HOWE'S SCHOOL, BILLERICA.

[From Dedicatory Address by GEORGE H. WHITMAN, with items by Rev. H. A. HAZEN, Secretary Board of Trustees.]

The income of the endowment, which was the benefaction of Dr. Zadock Howe, with a small tuition fee, are the means of support.

Buildings and Grounds.—The academy building is a substantial structure.

The course of study extends through three years, including a course preparatory to College, together with the French language. In general the course is essentially the same as that for good High Schools.

Expenses to students are slight, the board being per week from \$3 to \$5; tuition \$6 per year.

The government is by a board of seven trustees, of whom Gardner Parker is president, and Rev. Henry A. Hazen secretary.

History.—Dr. Zadok Howe was a practising physician in the town of Billerica from 1816 to the time of his death, March 8, 1851. He was a prominent member of his profession, a man of a quiet but humorous turn of mind. He was a good writer, and an interesting lecturer. In the welfare of church and state he took a lively interest, but declined to hold political office. He never entered the marriage relation, but to the youth of his adopted town and vicinity, were given his best energies and warm-hearted devotion; to these every dollar was returned, with interest, which his life services earned.

ENGLISH AND CLASSICAL SCHOOL, WEST NEWTON.

[Compiled from Historical Sketch for 1876.]

This school is supported wholly by tuition.

Buildings and Grounds.—There is one main building of the Ionic order, of wood, two stories with basement, seventy by forty feet; a gymnasium forty by twenty feet, well appointed; and lyceum hall, sixty-five by twenty feet. The ground occupied by these buildings contains thirty thousand square feet.

Course of Study.—The course of study embraces full English and classical courses for a secondary education; also preparatory studies.

Instruction in language and grammar is given largely by the oral method, which is followed up by careful class drill and copious written exercises. The correct use of English is secured largely by care, aside from the regular school studies. The French, German and Spanish languages, are taught by an instructor of culture and wide experience. Special attention is paid to the speaking and writing of the languages, and to an acquaintance with their best literature. The Latin and Greek are not only taught with reference to preparation for College, but also as the best means of teaching those general principles which are so important a part of a liberal education.

In the mathematics, the aim is chiefly to train the mind to original thought, and to give life and vigor to the faculties.

In the natural sciences, the instruction is directed mainly to showing the mutual relations of the sciences, to exciting an interest in these noble objects of thought, and to giving a knowledge of the facts and laws of the physical world.

Geography, history and law are prominent in the course of studies. Lectures are given on the laws of health, on morals and manners, on political economy; and instruction is given, especially in the lower departments, in gymnastics, music, drawing and dancing. The full course includes lessons in intellectual and moral philosophy, English literature, logic, the elements of agriculture, and kindred branches.

The regular academic course occupies five years; the classical course, four years. Throughout the latter, written translations and analyses of the authors studied, are required.

Provision is made in this school for pupils who require direct personal instruction, as in the case of exceptionally backward scholars, or those pursuing an advanced course of study, or of foreigners. Among the teachers, are those who speak French, German, Spanish and Italian.

Library, Cabinets, Apparatus, Etc.—The library contains five hundred volumes. The mineralogical cabinet is large; the natural history collection is good; the apparatus is excellent. There is no special art-room; the drawing-room is, however, well supplied with models, etc. There is a complete supply of apparatus for heavy and for light gymnastics. Instruction is given, and exercise is required of all, in the gymnasium.

Lyceum.—In addition to the instruction given in school hours, the pupils enjoy the privilege of the school lyceum and natural history society. The weekly meetings of the lyceum—conducted by officers of their own number, chosen by the members—afford in many ways opportunities for manly development, mental discipline, and self-reliance, to which graduates of the school look back in grateful remembrance. One of the principals is present at all the meetings of the lyceum. With this constant supervision, the lyceum is regarded as among the most valuable advantages offered by the institution.

Expenses to Students.—The school is a family and day school. For family pupils the charges are \$400 for the school year, payable in due proportion at the beginning of each term. This includes tuition in all common English branches, also board, washing, and a seat at church. All other charges, as for day pupils. The regular terms for foreigners, unable to join classes, are \$500 for the school year. Instruction is furnished during vacations, if desired. Expenses to day pupils are for common English branches, \$75 per year; for higher English branches (additional), \$25 per year; for full classic or scientific course (additional), \$50 per year; for Latin, \$30 per year.

The work accomplished by the school can be but proximately stated. About two thousand have pursued a course of study more or less full in the twenty-two years of its existence.

The government of the school is in the board of corporators, Nathaniel T. Allen, George E. Allen, and James T. Allen.

Teachers.—The present board of instructors consists of the principal, the associate principals, with nine assistant and special teachers. The principal, with two of the associate principals, have been associated in the school since its establishment, a period of twenty-two years. Dr. William A. Alcott was lecturer in the school for several years on “The Laws of Health.” These lectures he afterwards embodied in his book with that title. Dr. Dio Lewis gave his first lectures, and taught his first classes in free gymnastics in Massachusetts, in this school. He was connected with the school as lecturer for eight years.

This school is an outgrowth of the Normal School system of the State. The principal and associate principals were trained in the Normal School at Bridgewater. The school was originally established as a model school in connection with the State Normal School at West Newton, at the head of which was that veteran teacher, Rev. Cyrus Pierce (“Father Pierce”). On the removal of the Normal School to Framingham, the school building and grounds hitherto occupied by the Normal School were purchased, and the school was opened under its present title in 1854, by the present principal, Mr. N. T. Allen, and Rev. Cyrus Pierce. Amongst the early patrons and constant friends of this school was Hon. Horace Mann, the first Secretary of the Board of Education.

The instruction given in the school is based on the principles of Fröebel and Pestalozzi. Its aim is to cultivate the power of clear thought and exact reasoning, to discipline the mind, to put the pupil in full possession of all his faculties, as tools for doing life’s work, and to give a symmetrical and harmonious development to the whole complex nature of the child,—body, mind, heart and will.

From the first this has been a family school for both sexes. It is believed by the proprietors of this school, that in many ways the association of the sexes in the family and in the school has great advantages, affording a better moral development and a more healthful mental stimulus than is possible where the sexes are educated separately. The disadvantages, if any, are few indeed, and slight. They add the testimony of Mrs. Jameson, as follows: “There still exists the impression that the mixture of the two sexes would tend to make the girls masculine and the boys effeminate; but experience shows us that it is all the other way. Boys learn a manly and protecting tenderness, and girls become at once more feminine and more truthful.”

There are four families into which pupils are received. This secures a careful oversight of each of the small number grouped together; it

provides for much of family life and of individual study and discipline. The family pupils have all the advantages of a large school, with the stimulus of many competitors in class studies; and also the advantages and comforts, with the personal attention and careful discipline of a well-ordered home. In general, it is believed that this school, by rigid discipline, wise training, and careful culture of all the powers, with reference to individual peculiarities and needs, educates its pupils to useful citizenship, to single-hearted patriotism, and to a noble Christian manhood and womanhood.

HITCHCOCK FREE HIGH SCHOOL, BRIMFIELD.

[Compiled from Sketch by Rev. CHARLES M. HYDE, D. D., and items by E. W. NORWOOD, A. M., Principal.]

Means of Support.—The founder of this school proposed to the "citizens" of the town of Brimfield to appropriate the sum of \$10,000 for the purpose of endowing a free Grammar School in the town of Brimfield, the income of which fund should be permanently devoted exclusively to defraying the expenses of instruction in said school, subject to conditions and restrictions specified, one of which was that the sum of \$4,000 shall be raised by subscription, and placed in the hands of the trustees of said donation. The sum contributed by the citizens of Brimfield was \$4,862.25, of which amount Mr. Hitchcock gave \$500 in addition to the original endowment. From time to time Mr. Hitchcock made other additions to this fund until, in 1871, a gift of \$40,000 increased the endowments to \$80,000.

The school edifice is a tasteful and commodious wooden building, of two stories, with wings on each side, and in line with the front. It contains a room on each floor in the main, with two rooms leading from these in each of the wings. The grounds contain one acre, and are properly graded, tastefully ornamented and neatly inclosed.

Course of Study.—The courses of study are thorough in all departments of English and the classics, with the modern languages, music and drawing, of which both of the latter have received a considerable share of attention.

The library is excellent, containing twelve hundred volumes, accessible to the school for reference and for reading.

The institution has a good cabinet of minerals, with models for art-culture. It has a good chemical laboratory, with the necessary appliances, and some most excellent philosophical apparatus.

Lyceum.—The Hitchcock Lyceum holds weekly meetings during autumn and winter.

Expenses to Students.—Tuition is free except for instruction in instrumental music. Board is from \$3.50 to \$4 per week.

Work Accomplished.—The idea of the founder of this school was to establish and maintain for the benefit of his native town, a school of the highest grade such as is contemplated by the laws of Massachusetts regulating the Public School system of the State, but not required by law in communities having no larger population than Brimfield now has.

It was the declared intention of the founder to make the school of such a grade that young men may be fitted for College or for the business of life. The school was never to be converted into a Primary School, but the pupils must first have attained a suitable age and a certain degree of proficiency, such as the trustees may designate. The minimum age is thirteen years, with qualifications equal to those required for the highest grade of good Grammar Schools.

Since 1871 the completion of the regular course of study has entitled the scholars to a certificate of graduation.

The school, with its ample endowment, with its established reputation for thorough and accurate scholarship, is of inestimable value to the town and to the neighborhood. During his life-time, it had given to the founder abundant proof of the wisdom of his beneficent donations.

Government.—The government of the institution is vested in a board of trustees, thirteen in number, four of whom are non-residents of Brimfield.

Teachers.—In the summer term there are four teachers; during the fall and winter five are employed. E. W. Norwood, A. M., is the present principal.

Samuel Austin Hitchcock, the founder of this school, was born in Brimfield, January 9, 1794. He was a hard-working and industrious lad, and early in life supported himself by his own efforts. His necessities prevented his enjoying the privileges of any higher education than such as the Common Schools of the town afforded. It was a deprivation that he keenly felt, as he saw one and another of his youthful companions enrolling themselves among the students of Monson Academy, and it had much to do with the special sympathy which he afterwards cherished for young men debarred by poverty, as he had been, from the enjoyment of advantages which others could afford.

By industry and great frugality he was able to add something, year by year, to the \$50 he deposited of the proceeds of his first year's labor away from home. In 1820 he went to Boston and formed a co-partnership with Matthias Armsby and Thatcher Tucker for the sale of manufactured goods. After various changes, the well-known house of Gardner Brewer & Co. grew out of this original dry-goods commission house.

Mr. Hitchcock succeeded in amassing a large property, which was widely distributed in furtherance of Christian charities. He gave, in small sums, a large amount, but in addition to this constant giving, his bequests to public institutions amounted in the aggregate to nearly \$650,000.

It was not characteristic of Mr. Hitchcock to seek notoriety through his gifts. He shrank from all display of himself in any way. In deciding upon the expediency of making any donation, the first and only question with him was simply one of duty. Fidelity in life's stewardship was the most prominent feature in Mr. Hitchcock's character. On this, as a corner-stone, was based his great success.

SOUTH BERKSHIRE INSTITUTE, NEW MARLBOROUGH.

[From Notes furnished by J. J. OSBUN, late Principal.]

The means of support of this school are derived from tuition fees and the income of the boarding department. It has no endowment. There are two buildings, a school and a boarding-house adjoining; both large, commodious wooden buildings, with suitable accommodations for one hundred students. The grounds are ample and most delightfully situated to command the view of the South Berkshire hills, and receive the healthful influences of pure air, of sunlight, and of elevation.

The course of study includes, with the common and higher English studies; a preparatory classical course for College, with a special collegiate course for ladies.

There is a good laboratory for chemistry, with an excellent apparatus. The expenses to students, for board and tuition, are \$225 a year.

A large and important work has been accomplished in the past, particularly in furnishing a higher education, social as well as scholastic, to students in this section of the State, and in the States adjoining.

The general management and government is in a board of trust. The sole proprietor of the Institute is Mr. Sheldon W. Wright, a resident of New Marlborough.

NEW CHURCH SCHOOL, WALTHAM.

The New Church School, though under a board of trustees whose sympathies are with the New Church, is undenominational. It is mainly dependent for support upon tuition and boarding.

The buildings and grounds are ample. The corps of teachers consists of a principal, with five associate teachers, including two kindergarteners, and a native teacher of the French language.

The average expense for tuition is \$75 per annum.

The secretary of the board of trustees is Francis A. Dewson, Boston.

POWERS INSTITUTE, BERNARDSTON.

[From items furnished by A. J. SANBORN, A. M., Principal.]

This school is supported by the income of funds and tuition.

The school building is of wood, and has accommodations for two hundred pupils. The boarding-house, of wood, also, has accommodations for forty pupils. The buildings have ample grounds.

The course of study includes a thorough English and classical course.

The library contains three thousand volumes, generally excellent books. The philosophical apparatus is quite good.

A lyceum connected with the school has been well sustained.

The expense to students is, for board, \$4 per week; for tuition, \$8 per term. Furnished rooms for self-boarding can be obtained for 35 cents per week, for each pupil.

The work accomplished by the school cannot be stated with any definiteness. It has fitted for teaching, for business life, and for College, a large number of young ladies and gentlemen; at least seven hundred are known to have taught after leaving the school.

The government of the school is in a board of trustees, with the principal. The school is ordinarily taught by a principal, with one or two assistants.

The present principal of the school, A. J. Sanborn, has been in charge of the school four years.

PRATT FREE SCHOOL, NORTH MIDDLEBOROUGH.

[From items furnished by N. F. C. PRATT, Esq., President of the Board of Trustees.]

Endowments and Tuition.—Tuition is free to all of suitable qualifications, living within two and one-half miles of the building, and to those living beyond these limits, if the school is not otherwise full.

There is one building fifty by sixty feet.

Course of Study.—The course of study extends through three years, and is limited to English branches, with mathematics, the sciences, etc. This is the condition of the endowment, and is exceptional among the incorporated schools of Massachusetts.

Libraries.—The library contains five hundred volumes, bound; it is free to all persons within the district limits; \$100 is annually applied to the library.

Work Accomplished.—About thirty students have become teachers; others are at present pursuing the ordinary avocations of life; the influence of the school has been good, those who have gone abroad giving a good record.

Government.—The government consists of five trustees appointed

by the founder, with provision for filling vacancies as they occur, by remaining members.

The school is quite local, and being in a sparsely populated district, has had to struggle against a tendency to irregularity of attendance; but with good rules, in the hands of a board of trust, from whom no appeal could be made, it has had a fair degree of success, even in this direction. And in all respects the school has served to contribute to the object contemplated by the benevolent donor and founder; it has inured "to the benefit of his native place."

Enoch Pratt, the founder of Pratt Free School, was born at North Middleborough, Mass., September 10, 1808. He was the son of Isaac Pratt. He was educated at the Public School of his native town, in part, completing his studies at the Bridgewater Academy. He early manifested an earnest desire to prepare himself for mercantile pursuits, and at the age of fifteen entered a highly respectable house in Boston, where he remained six years. In January, 1831, he established himself in business in Baltimore, Md., where he still resides.

By his good judgment, energy, and close application to business, he commanded success and secured wealth. He has been frequently honored by high trusts and positions in his adopted city, and he has made liberal contributions to the public institutions of Maryland. His wise counsel and practical activity are highly appreciated by those who know him, while by his generosity posterity will owe him a debt of gratitude.

CUSHING ACADEMY, ASHBURNHAM.

[Arranged from Historical Circular.]

The means of support of this school are the income of the endowment and tuition.

Building and Grounds.—By the will of the founder the funds left were to be a permanent capital, and only the income could be used in accumulating a building fund. The trustees voted to make their permanent fund \$100,000; and to build an academy building as soon as the interest would warrant such an undertaking. The funds were put into the hands of a finance committee. Good investments were made, and the building fund increased so fast, that in 1873 a building committee was chosen and directed to erect a suitable academy building. The result is an elegant and convenient structure, admirably adapted to its purposes, and an honor to the town and the Commonwealth. The cost of the building, with the furniture, was about \$95,000.

Mr. George C. Winchester, of the board of trustees, presented an admirable site for the Academy, which the trustees have named "Winchester Square."

Course of Study.—The trustees have provided for two departments or courses of study, a classical and an English course. There is also a preparatory course.

The classical course includes the ordinary range of linguistic studies, with mathematics, required for admission to the best Colleges. The course occupies four years; but students who are able to advance rapidly are encouraged to finish the course in less time.

The English course includes the usual branches taught in High Schools and Academies, and in addition, instruction will be given in French and German to those who desire to study these languages. This course occupies three years.

Instruments are provided and instruction is given in music at reasonable charges.

Libraries, Apparatus, Etc.—There is a reference library, also apparatus for the illustration of physics and chemistry.

Expenses to Students.—Good board can be obtained in families; expense from \$3.50 to \$5 per week. Those who prefer to board themselves can obtain convenient rooms.

Tuition for the preparatory year, \$6 per term; for the first and second years in either English or classical course, \$9 per term; for the third and fourth years, \$12 per term; with an extra charge for instruction in modern languages, instrumental music, and for use of instrument. The school year is divided into three terms, with an aggregate of thirty-nine weeks.

This being the first year of the school, it is not possible to speak of the work accomplished.

Government.—The management of the Academy is intrusted to a board of trustees, of whom Alexander H. Bullock is president.

Teachers.—The board of instruction consists of a Principal, a vice-principal, both gentlemen, with a full corps of assistant teachers, ladies. The first and present principal is Edwin Pierce, A. M.

The founder of Cushing Academy, the late Thomas Parkman Cushing, was a merchant of Boston. He was born at Ashburnham, and was the son of the Rev. Dr. Cushing, who for about half a century was pastor of the Congregational Church. Mr. Cushing, after providing for his family, left a legacy for founding Cushing Academy, to be attended by pupils of both sexes over ten years of age. The trustees under the will were Rev. Francis Wayland, D. D., LL.D., Hon. Charles G. Loring and the Hon. Heman Lincoln. Dr. Wayland was made president of the first permanent board of trustees, and at the first meeting of the board gave his views at length in regard to education in general, and in special relation to Cushing Academy. The other members hold that interview in respectful remembrance. Before another meeting Dr. Wayland was removed by death.

ST. MARK'S SCHOOL, SOUTHBOROUGH.

[Compiled from Catalogue for 1876.]

This is a school of the Episcopal Church, and its order and management are in conformity with the principles and spirit of that church.

For its support it is chiefly dependent upon tuition and boarding. It has a small income from its productive funds.

St. Mark's School was founded for the classical education of boys. Its course of study is prepared with the purpose of giving a thorough preparation for admission to the Universities and Colleges of the country. By a recent action of the board of trustees this course is made imperative, it being their conviction that such an education is the best adapted for the development and refinement of the young mind, whether the pupil at the close of the course should enter College or pass at once to the pursuits of business life.

Course of Study.—There are six regular forms, each answering to a year. No boy is allowed to pass from a lower form to a higher till he has satisfactorily completed the studies of the lower form. A monthly average is made up from each boy's marks, showing both his rank in the form and his standing in the school, and sent to parents or guardians. Sacred studies under the direction of the head master. First Form: Latin grammar, arithmetic, history of the United States, geography, map drawing, reading, spelling, dictation, writing. Second Form: Latin lessons, Cæsar's Commentaries begun, Latin grammar, arithmetic, history of England, ancient history, reading, spelling, dictation, writing. Third Form: Cæsar finished, Latin prose composition, Latin grammar, Greek grammar, Greek lessons, arithmetic, Vicar of Wakefield, Scott's Ivanhoe, spelling, dictation, declamation, writing. Fourth Form: Virgil, Æneid, Latin prose composition, Latin grammar, Greek reader, Xenophon, Anabasis, Bk. I and II, Greek grammar, Otto's French grammar, easy French reading, arithmetic, metric system, algebra begun, Shakespeare's Julius Cæsar and Merchant of Venice, first steps in English literature, dictation, composition, declamation, writing. Fifth Form: Virgil, Æneid finished, Ovid, Sallust's Catiline, Latin prose composition, Latin grammar, Greek reader, composition, Greek grammar, Otto's French grammar, Bataille des dames, algebra finished, logarithms with tables, Lay of the Last Minstrel, Gilman's First Steps in English Literature, dictation, composition, declamation, writing. Sixth Form: Virgil, Eclogues, Cicero's orations, Cicero de Senectute, Latin composition, Latin grammar, reviews, Greek review finished, Homer, Iliad, Greek grammar, Greek composition, reviews, French grammar, Maison de Penarvan, plane geometry, algebra and arithmetic reviewed, Smith's smaller history of Greece, Smith's smaller history of Rome, physical geography and

modern geography, Shakespeare's plays, Milton's *Paradise Lost*, English history and literature, composition.

The charge for tuition and all items of living is \$500 per annum. A deposit of a small sum is made by the parent or guardian with the head master, to meet the incidental expenses for books and stationery, for medical attendance, for church, and for such pocket money as parents, with the master's approval, allow.

The government is vested in a board of trustees, of which the head master is a member.

Episcopal Visitor: The Right Rev. Benjamin H. Paddock, D. D., Bishop of the Diocese of Massachusetts.

Officers of the Board: Rt. Rev. B. H. Paddock, D. D., President; Mr. Charles Hovey, Lowell, Mass., Clerk; Mr. Joseph Burnett, Boston, Treasurer.

The corps of instructors consists of a head master, at present Rev. J. I. T. Cooledge, D. D., five tutors, and six monitors.

An applicant for admission must be at least twelve years of age, and able to pass an examination in the reading of easy prose, spelling of words in common use, and in the first four rules of arithmetic. He must also write fairly well for a boy of that age.

Boys over thirteen years of age may be admitted, if upon a written examination they are found fitted to enter forms above the first.

"Profanity, theft, deliberate lying, lawlessness, impurity in deeds or words, may be visited with summary expulsion. Tobacco and ardent spirits are absolutely forbidden. Firearms, gunpowder, and other explosive materials are forbidden. Borrowing or lending of money, and buying on credit, are forbidden. Packages of eatables forbidden: if sent, to go on public table. Leaves of absence during the term not be asked for."

"The boys of St. Mark's School are expected to observe, faithfully, the regular order and the times; and in neatness and decorum, and readiness and kindness and good-breeding, and in Christian dutifulness to be true and thorough, so as to fulfil the school motto—'*Age Quod Agis.*'"

There is a founder's medal for the boy of the graduating class who ranks highest in studies and character in the two years preceding. There are also prizes for the boys in each form reaching a certain rank in studies and character, and also for excellence in special departments.

The situation of St. Mark's School is very beautiful and healthy, in a quiet country town of 1,800 inhabitants, twenty-seven miles from Boston, on the line of the Boston & Albany and the Boston, Clinton & Fitchburg railroads, and is singularly free from all objectionable features.

erected for a less sum than \$100,000. With an additional gift of \$65,000 from Dr. Dean, and intimations of assistance from other sources, the trustees proceeded, with due caution, but in full faith, with the erection of the building. May 28, 1868, the building was dedicated ; it having cost \$154,000, nearly the whole of which was provided for.

The Academy is supported in part by endowment, in part by tuition.

Buildings and Grounds.—The building at present occupied was erected in 1873 in place of the magnificent structure, which, with nearly all its contents, was destroyed by fire on the night of the 31st of July, 1872. The new building stands upon the site of the former building, having the same dimensions. It is two hundred and twenty feet long. It consists of a central part, fifty-one feet wide by sixty-one feet deep, from front to rear, with two wings each fifty-seven and one-half feet long by forty-five feet wide, and cross wings twenty-seven feet wide by fifty-three feet long. Extending back from the rear of central part is the chapel wing, which is fifty-one feet wide by eighty-two feet long. The building has three stories in front and four in the rear, exclusive of the roof. The stories are respectively thirteen feet, thirteen feet, ten and one-half feet, ten and one-half feet, with ten feet for rooms in the roof. The style of the architecture is gothic.

The building is most thoroughly built, and completely furnished with all necessary appliances for home and for school purposes. All rooms are furnished with ventilating registers, the stairs are easy of ascent, and all possible precautions are taken to preserve the health of the pupils.

The entire building is heated by steam and lighted by gas. All possible arrangements have been made to provide against casualties by fire, by brick walls extending from foundations to the roof, making six distinct compartments, while a two and one-half inch pipe extends from the steam-pump to the top of the building, furnished with hose, and easily accessible on each floor.

Courses of Study.—These embrace an English preparatory course, one year ; a business course, one year ; an academic course, a scientific, and a college preparatory course, each three years, and a course in music extending through three years.

The English preparatory course includes arithmetic, geography, history of the United States, etc. To enter upon this course, pupils must be sufficiently advanced to complete it in one year.

Both the business and the scientific courses introduce book-keeping, with the ordinary studies of these courses. The College course is that required to fit for the best Colleges, while the course in music employs the method, and covers, essentially, the same ground as the New Eng-

land Conservatory of Music, including harmony and musical composition.

Library, Cabinets, Etc.—The library, recently increased by important additions, contains valuable books for reference and for general reading. A superior cabinet for mineralogical and geological specimens has recently been placed in the Academy.

The philosophical, chemical, and astronomical apparatus has been selected with good judgment, and is sufficiently extensive for class use and for illustration in lectures.

There are two reading-rooms, one for ladies, the other for gentlemen. A gymnasium occupies a room in the main building.

Lyceums.—There are two literary societies connected with the institution; one for the gentlemen, the other for the ladies. These are open to the visits of the principal and teachers.

Expenses to Students.—Board per week, including furnished room, is \$4. Tuition according to studies; generally moderate.

Work Accomplished.—While the school was much inconvenienced by the loss in 1872 of the school building, immediate measures were adopted for continuing the school, and its success subsequently as previously, has fully equalled the expectations of its friends and the trustees.

Government.—The general management is in the hands of a Board of trustees, of which Rev. A. St. John Chambré, A. M., is president.

Teachers.—The board of instruction consists of a principal, with eight teachers, three gentlemen and five ladies.

PROSPECT HILL SCHOOL, GREENFIELD.

[From Statement of Rev. J. F. Moors.]

Prospect Hill School is supported entirely by tuition.

There are two buildings, one for boarding, three stories high, one for school-rooms, two stories, both of wood. There are about six acres of land connected with the school.

The course of study includes the common and higher branches of English, the Latin, French and German languages, music, drawing, painting, etc.

The expenses to pupils are \$450 per annum, including board and tuition; for day scholars the tuition is \$60 per annum.

The government of the school is in a board of trustees.

The corps of teachers consists of a principal, with four lady assistants, and a gentleman music teacher.

The school was established as a select school for young ladies. It is delightfully situated in the valley of the Connecticut, at the junction of the Tunnel and the Connecticut River railroads, in one of the

pleasantest and most highly cultured towns of the State. It has a well-earned reputation for its thorough mental culture, combined with the most healthful physical and moral training possible in a good home school.

The school is largely indebted to Mrs. Martha Sawin, for liberal donations, and to Rev. J. F. Moors, Greenfield, of the board of trustees, for watchful guardianship of the educational and material interests.

SMITH ACADEMY, HATFIELD.

Smith Academy is supported at present in part by endowments of the founder, the late Miss Sophia Smith of Hatfield, and in part by tuition fees.

Buildings and Grounds.—The academy building is a brick edifice of two stories and basement. It is a model of convenience, as well as of architectural style. It has two school-rooms (spacious, airy, and pleasant); two large play-rooms, one for each of the sexes; ample recitation-rooms, conveniently situated, etc. A hall second to none in the State in attractiveness, furnishes ample and elegant accommodations for the class and for general uses. The grounds cover one acre, are well fenced and beautifully located.

Course of Study.—The school consists of three departments, according to the three courses of studies—the classical, the English, and a special course.

The time required to complete the full course is four years. The classical course gives the most thorough fit for the best Colleges. The English course includes the common and higher branches of a complete English education. The special course is somewhat optional, dispensing with Greek, but including Latin and such branches of the other courses as can be conveniently pursued with the regular classes.

Libraries, Cabinets, Etc.—The school is furnished with a library of reference books, numbering about one hundred and fifty volumes. These are much used by the students, as also the town library of twenty-five hundred volumes, which occupies one of the rooms of the academy building.

The school has a mineralogical cabinet sufficient to illustrate Dana's Manual of Geology, besides numerous miscellaneous specimens contributed by friends.

Expenses to Students.—The tuition for common English branches is \$7 per term; extras are charged for the English studies of the second, third and fourth years; also for each classic, for French, for music and for the use of the piano.

Good board can be obtained in good families, or at the boarding-house in the immediate vicinity of the school, at \$3 to \$6 per week.

The income of a portion of the funds of the institution is applied to the aid of indigent students who are of good moral character, industrious habits and of good ability.

Work Accomplished.—The present class is the first to graduate since the establishment of the school. Two students have been fitted for College, one of whom is successfully pursuing his studies at Amherst.

The government of the school is in a board of trustees.

Teachers.—The school employs two or three teachers, besides the professor of music. The present principal, Wilder B. Harding, A. M., has had charge of the school from its establishment.

In attendance, which includes attendance upon every exercise, the records of the school for spring term of 1876 showed that twenty-one of the forty-five students were absolutely perfect.

The Academy is located in Hatfield village. The locality possesses rare attractions, both of historic interest and of natural beauty, Hatfield being in the midst of the scenes of the struggles of the early settlers with the Indians, bordering on the Connecticut, surrounded by broad and fertile meadows, commanding a view of Mount Tom, of the entire Holyoke range, Sugar Loaf and Mount Toby.

SAWIN ACADEMY, SHERBORN.

[From items furnished by the Principal, EDWARD A. H. ALLEN, C. E.]

This school is supported by the income of endowment fund, tuition, and for the last year by a town appropriation of \$500.

The academy building is spacious, of fine appearance, very convenient, and accessible to a thickly settled neighborhood.

The course of study covers four years, including English studies and Latin; from the latter, however, many are excused.

The library consists of two cyclopædias and about seventy-five other volumes. There is a natural history cabinet of about one thousand specimens, admirably suited for students' work, and arranged in very convenient cases. The chemical apparatus is quite sufficient for the elementary study of inorganic chemistry. There is very little physical apparatus; it includes an air-pump, electrical machine, galvanic apparatus, and a "heliotellus." The institution is supplied with wall maps and charts. It has two good play-rooms, but no gymnastic apparatus.

The expenses to students are: board, from \$5 to \$6 per week; tuition in English branches, \$40 per year. The entire charge per year for board, care and tuition for pupils living with the principal, is from \$400 to \$500.

The government of the school is in a board of five trustees, chosen one each year by the town of Sherborn.

Edward A. H. Allen, C. E., has been principal of the school since its organization.

The institution serves as a High School to the town, which is much too small to be required by law to maintain a High School. Most of the students are from Sherborn.

Much time and attention are given in the curriculum to the study of the physical sciences and natural history; these are taught largely in conversational lectures, and from the actual study of objects and phenomena.

CHAUNCY HALL SCHOOL, BOYLSTON STREET, BOSTON.

[Compiled from Historical Sketch by Principals of the School.]

Incorporated and Opened.—Chauncy Hall School was established under its present name in 1828, in Chauncy Place, by the late Gideon F. Thayer. It, however, had previously existed for about ten years in Harvard Place.

The school is dependent upon tuition entirely for its support, it having been from its establishment a “private school.”

It has one large, elegant building, with every modern improvement of desks, seats, ventilation and apparatus.

Course of Studies.—Little children have always been received in the preparatory department at the age when they were able to begin to learn to read; but in September, 1874, for very young children of both sexes, a kindergarten was opened. To this department only fourteen were admitted.

The instruction in the school now includes every grade of work necessary to fit for business or for College. It prepares young ladies for the Harvard examinations for women, candidates for the Technological Institute or Scientific Schools, and includes in its instruction the acquisitions and accomplishments of a cultivated gentleman, as well as the thorough general education of girls.

Besides the regular course of studies, a post-graduate course has been arranged, equivalent to the work of the best Colleges, in the departments of ancient and modern languages, mathematical and scientific studies during the freshman year; and beyond it in the departments of English literature, rhetoric and composition. This course is provided especially to meet the wants of a class of students of both sexes, graduates of High Schools, or those of maturer years who for various reasons cannot take the four-years' course in Colleges. [For details of courses of study, see Catalogue and Circular, 1876.]

The studies of natural history and botany are pursued in a regular

and systematic manner. The boys attend at extra hours to make dissections under the eye of the teacher, and many specimens of plants and animals are collected by the pupils, which in the class-rooms become the objects of study.

As auxiliary to the study of English authors, a limited course of outside reading has been arranged, which promises excellent results. The course includes oral and written abstracts of the works read, given in the school once in three weeks. In the course of four years, portions of a large number of authors are read; as, *The Lives of Washington, Franklin, and some one other distinguished person*; two novels each of Scott and Dickens; the *Iliad*; the *Æneid*; two volumes of travels; *Pilgrim's Progress*; the *Roger de Coverley Papers* from the *Spectator*; two volumes of *Prescott's Histories*; *Hiawatha*; *Goldsmith's Deserted Village*, *Traveller*, and the *Vicar of Wakefield*; one of Cooper's novels, etc., etc.

Libraries, Cabinets, Etc.—The school is furnished with a good library of reference books, and special privileges are granted the members of the school by the trustees of the Public Library. The school is provided with a chemical laboratory, arranged and fitted up in the most approved manner, offering all the advantages of the most advanced institutions.

Medals and other prizes are awarded by the proprietors of the school as certificates of a definite amount of work accomplished; and in order that there may be no improper emulation, there is no limit to the number. There are six grades,—three of gold, and three of silver. Prizes of books also are awarded to pupils who from sickness or some other unavoidable cause are not entitled to medals; and prizes are given for excellence in some special department where the examinations are satisfactory in the other regular exercises. A medal is awarded to the best boy in the preparatory department, out of a fund left for this purpose by Gideon F. Thayer, the founder of the school. This medal is awarded according to the decision of the boys of the department.

There are several societies of minor importance connected with the school. There is one of the alumni of the Chauncy Hall School, called the Chauncy Hall Association, which exerts a considerable influence in cherishing the memories and advancing the interests of the institution. This association makes the award annually of a gold medal to the best boy of the school, the decision being made by the boys themselves. The Thayer Association, also, formed of the students and alumni, gives a gold medal for English composition.

The school has a fund of \$1,500, the income of which is bestowed upon deserving students who have difficulty in meeting the expenses of their course.

Expenses to Students.—The charge for tuition in the kindergarten

from September 25 to June 19, is \$100; in the preparatory department, it is \$50 for each half-year; in the upper department, \$180 per year for the English studies, with \$8 extra for one language, \$6 extra for each additional, and \$6 extra for special drawing with materials. A small fee is charged for the use of books and chemicals, and special studies pursued by special students have regular rates of charge.

Work Accomplished.—This school early supplied a want, by establishing what was called an intermediate school, where boys from the neighboring public Latin School received instruction in writing and various English branches, between the morning and afternoon sessions of their own school; instruction in English is a feature which distinguishes the ordinary High School of the present time from the old Latin School.

Many physical comforts were introduced into schools through their adoption into this school by their liberal proprietor; such as the hot-air furnace in place of the old-fashioned cast-iron box stoves, windows that would lower from the top, the rudiments of ventilation, and comfortable desks and chairs, the latter being planned and manufactured for the school.

The principle of the division of labor in instruction was here first fully introduced.

The first school gymnasium in Boston was erected in the play-ground of this school, about the year 1826. Vocal music, as a general exercise, was successfully introduced about 1830, by Dr. Lowell Mason, the father of the present system of popular instruction in this branch. Chauncy Hall was the first not strictly military school, to introduce military drill as a regular school exercise; this was in the year 1861.

Candidates have been regularly and successfully entered at Harvard and other Colleges, from this school, for over forty years. During this time, over two hundred have received their preparation here, and its graduates may be found filling honorable positions among merchants and men of business, wherever American enterprise has penetrated. It is estimated that four thousand persons have received their education here.

The government is in the control of the proprietors, the Messrs. Cushing, and William H. Ladd. The present property is, however, partly owned by a large number of stockholders, former pupils and patrons of the school, who assisted in establishing it in its present eligible locality.

Teachers.—The present corps of teachers, consists of nine males and eight females, each special branch having a teacher.

The principals of the school have been limited to the founder, Gideon F. Thayer, and to the present proprietors. Mr. Thayer was principal of the school for forty years; Mr. Thomas Cushing, the senior

principal at present, has been connected with the school for even a longer period; Mr. William H. Ladd for twenty, and Mr. Herbert B. Cushing for thirteen years. The school has always thus possessed an element of permanence in its system of instruction.

A feature worthy of special note in this school is the attention given to pupils who need assistance in difficult points. Whilst the school session closes at one o'clock, most of the teachers are at their posts till three or four o'clock; and during these extra hours pupils receive special instruction.

All the appliances and means of imparting a thorough education are brought to bear upon the pupils, so that their acquisitions are according to their abilities, exertions, health, regularity of attendance, and the interest and coöperation of their parents.

DEERFIELD ACADEMY AND DICKINSON HIGH SCHOOL, DEERFIELD.

An Act of incorporation was granted in 1875 to a board of trustees under the above title; the estate of Mrs. Esther, widow of Mr. Consider Dickinson of Deerfield, having been devised for the establishment of a High School in the town of Deerfield.

The estate consisted of the home lot of about five acres, and other real estate, which with the personal property is estimated at about \$72,000. By the conditions of the will a portion of the bequest was to be applied to a library and reading-room. An effort is making to unite the available funds of the Deerfield Academy with the Dickinson fund; a plan has been devised by which such union can be effected without violating the conditions of either of the bequests.

The objects contemplated by the bequest of Mrs. Dickinson are to be secured without impairment of the principal; a building for the school is to be furnished out of the income of the funds, unless it shall be otherwise provided.

No tuition is to be charged for the children of the residents of Deerfield.

The board of trustees for the Dickinson fund has for its chairman Rev. J. F. Moors, Greenfield; for secretary, Elisha Wells, Esq.; and for treasurer, V. M. Howard, Esq., of Deerfield.

The property thus bestowed upon the education of the youth of Deerfield was accumulated by the industry and frugality, together with the careful investment of the donor and her husband, Mr. Consider Dickinson, on the spot where shall be reaped the rich harvest of their careful husbandry.

The institutions which follow are included in Table II., page 180, where their date of incorporation may be found. Many of them had but a temporary or nominal existence. The charity funds of three of them have become the foundation for Colleges, whilst a large number have been merged in the town High Schools.

WILLIAMSTOWN FREE SCHOOL was endowed by Ephraim Williams, and continued in existence till the founding of Williams College in 1793. (See History of the College in this volume.)

MARBLEHEAD ACADEMY received a donation of a tract of land from William Burgess, Oliver Peabody and others; previous to the Act of incorporation in 1792, a suitable building had been erected. A township of land in Maine was given by the Legislature of Massachusetts with the Act of incorporation. The Academy ceased its existence in 1865, and with its endowments became the foundation of the High School.

MILTON ACADEMY.—Edward H. Robins, with others, subscribed \$3,000 for a building for this Academy, and it received a half township of land in the Province of Maine with its Act of incorporation. The Academy is defunct, but its funds are accumulating, and amount at present to about \$14,000.

FRAMINGHAM ACADEMY.—Rev. Zedekiah Sawyer, with others, gave \$3,000 to erect an academy building, and in 1799 the Legislature granted a half township of land towards the establishment of this Academy. The old Academy was sold for \$397, and by Act of the Legislature in 1851 the funds and assets of the institution were leased to the town. Since that time it has done distinguished service as a town High School.

THE NANTUCKET ACADEMY received a half township of land in the Province of Maine. The Academy was discontinued by Act of 1816.

BERKSHIRE ACADEMY, LENOX.—The Berkshire Academy was established in 1803. The land, with academy building, was conveyed to trustees in 1807.

It depended for its support in part upon tuition, in small part upon the income of its fund. It was granted a half township of land in the Province of Maine by the State. Its tuition fees at one time must have been quite large; the institution, as stated by Hon. Julius Rockwell, having been at the period of his attendance upon it, in 1816, “a classical seminary of a high character and a great resort from all the region between the Hudson and the Connecticut rivers.”

At present the academy building is a wooden structure of two stories. The upper floor is occupied by the Lenox High School.

The grounds cover about one-third of an acre.

The course of study pursued in the academic department, or High School as it is called, includes Latin and Greek, the mathematics, and in general, a full High School course, including the preparation for College.

This department is furnished with a good mineralogical cabinet, the specimens collected largely by members of the school. The institution is entirely deficient in apparatus for the illustration of the physical sciences.

The town of Lenox makes an annual appropriation of \$1,200 for the support of the school; and the trustees of the Academy charge a tuition fee of \$5 per annum to each pupil within the town limits. Thus the pupils are furnished with a high grade of instruction at a comparatively low rate to the individual.

A very important work was accomplished by the Lenox Academy when it was the resort of the large numbers gathered from all parts of Western Massachusetts, as well as from New York and other States, and from nations abroad. The number of students that have been fitted for College and for business occupations cannot easily be ascertained, but in the early period of its history it not unfrequently had an attendance of one hundred pupils. At present the number of pupils in attendance is forty, and, what is quite unusual for a town High School, the ratio of boys to girls is as two to one.

The government of the institution, though so essentially a town High School, is vested in a board of trustees, a majority of whom are non-residents. In Hon. Julius Rockwell is united the presidency of the board and the chairmanship of the school committee of the town, and through his judicious management the small fund with which the institution is endowed, is made to contribute to the higher education of the children and youth of a town not obliged from its population to maintain a school of this grade.

The school, since its establishment, has had teachers of distinguished ability; such especially were two of its early teachers, Mr. Levi Glezen and Mr. John Hotchkins. The former was principal (master) of the school for about twenty years.

The school is at present conducted and taught by Mr. Harlan H. Ballard, a late graduate of Williams College.

The town of Lenox is distinguished for its superb scenery and salubrious climate, and not less for the culture and refinement of its citizens, both permanent and transient.

The large and excellent collection of books, together with the periodical literature of the Sedgwick Library and Reading Room, princi-

pally the gift of Mrs. Adeline E. Schermerhorn, is open to the students of the school, in common with the public.

FRANKLIN ACADEMY, at North Andover, flourished for a time, but was eventually overshadowed by Phillips, of the South Parish, which was founded by Samuel Phillips, of the North Parish.

The Academy had some good teachers, among whom was Rev. Cyrus Peirce, "Father Peirce," subsequently called to take charge of the Normal School at Lexington, the first State Normal School in this country. Of Mr. Peirce, the Hon. Horace Mann said, "He is, on the whole, the best teacher I have ever seen, in Europe or America."

SANDWICH ACADEMY was granted a half township of land with the Act of incorporation in 1804. In 1866 its funds amounted to \$2,500, and its building was valued at \$1,000.

LYNN ACADEMY.—Two Acts of incorporation were granted to Academies with this title, one March 16, 1805, the other March 13, 1832. Amos Rhodes, with others, gave \$3,000 for the original building. The first Academy was discontinued in 1817.

DAY'S ACADEMY, WRENTHAM.—Benjamin Day, with others, subscribed \$2,300 to build and support this Academy, and it was the recipient of a half township of land from the State in 1810; it continued in existence till 1875, when the [landed] property was purchased by the town, for the site for a High School; the trustees were empowered to construct a hall in connection with the property of the Congregational Church, to be used for public occasions and for Sunday school purposes, and then to transfer to the town of Wrentham the residue of the academy property.

AMHERST ACADEMY was started by the efforts of Samuel F. Dickinson and Hezekiah W. Strong, who, with others, contributed for its establishment as early as 1812. It received from the State a half township of land with the Act of incorporation in 1816.

Its funds, in notes and cash, amounted in 1866 to \$1,028.85. The building has since been sold, and the Academy merged in the High School. For many years the school was one of great importance. Its charity fund became the nucleus of Amherst College. It was identified with the College in its sympathies, and was the preparatory school for a large number of its early graduates.

SANDERSON ACADEMY, ASHFIELD, was for a time quite prosperous, exerting a considerable influence in Ashfield and in the neighboring

towns. It has had a fitful existence. It had a small fund, the gift of Rev. Alvin Sanderson, from whom it takes its name, and who was its successful principal for a number of years. The present building, with ground, is valued at about \$1,200. This it is proposed to transfer to the town of Ashfield, for the establishment of a High or Grammar school.

Mary Lyon was an attendant upon this school.

LEXINGTON ACADEMY, incorporated in 1822, had a varying success till 1838. The building had the distinction of being occupied by the first State Normal School in America, which opened in the summer of 1839. The building has since been fitted for the purposes of a church vestry.

WEST BROOKFIELD FEMALE SEMINARY continued but a few years. It started with considerable flourish, but expired about 1830. It was an early attempt to establish an Academy for women.

THE SOUTH READING ACADEMY (WAKEFIELD), was under patronage especially of the Baptist denomination, and for a time was a flourishing institution. It was incorporated for \$30,000; the property being held in shares of \$50 each. By authority of the Legislature, the property was sold in 1837. The academy building is now occupied by one of the town schools.

WILLIAMSTOWN ACADEMY, incorporated in 1828, was continued about ten years. The building, of brick, is the present Catholic church at Williamstown.

TOPSFIELD ACADEMY, TOPSFIELD.—The property of the Topsfield Academy consisted of about two acres of land, with building two stories in height, erected by the incorporators. The property was owned in shares, and was apparently expected to be a *paying* investment. The tuition was relied upon to sustain the school and pay the interest upon the investment. Benjamin Greenleaf and Prof. Sanborn were preceptors at different times.

Topsfield is the home of the Cleaveland family, famed as teachers. Nehemiah Cleaveland, Rev. J. P. Cleaveland, once at Phillips, Exeter, Prof. Parker Cleaveland, of Bowdoin College, were of this family.

In the course of five or six years, the incorporators allowed the property to pass into the hands of private individuals, who rented it to one person and another for school purposes. Sometimes there would be a school of one hundred and fifty pupils, and sometimes not more than ten or twenty; and often for years together, the building would

be unoccupied. At length (about 1865) the town got possession of the property, and fitted the building for two schools,—a Primary and Grammar,—and for this purpose it has been used and found admirably adapted ever since.

HAVERHILL ACADEMY was a near neighbor to Atkinson, to Phillips of Exeter, Phillips of Andover, and within one mile of Bradford, which was for a long time under Benjamin Greenleaf. It was unfortunate in having its birth in so favored a neighborhood.

MILFORD ACADEMY was a local school. Its ownership was in shares of \$50 each.

WEYMOUTH AND BRAINTREE ACADEMY, in Weymouth, was owned in \$50 shares. It had no endowment, but flourished for several years. As early as 1840 the building was sold, and the corporation dissolved.

STOCKBRIDGE ACADEMY, STOCKBRIDGE, was incorporated as Williams Academy, and opened in 1843. It was changed to a town High School in 1866.

The institution has remaining, of the fund formerly appropriated to the support of the school, made up of shares of \$10 each, the sum of \$3,500. The Stockbridge Academy was for many years under the charge of the Berkshire poet, E. W. B. Canning, a very fine scholar and teacher. Being at present a town High School, the support is chiefly from appropriations made by the town.

The buildings and grounds consist of one excellent building of wood, with about one and one-half acres of land, conveniently located and properly fenced, and ornamented with shade-trees, making an ample and remarkably pleasant play-ground.

The course of study is conformed to the general course of High Schools, being in ancient and modern languages, sciences, and mathematics, sufficient to fit for the best Colleges.

There is a room designed for apparatus for art-culture.

The government of the school, with control of funds, is in the hands of the town school committee.

One principal and one female assistant are employed constantly in the ordinary instruction.

B. M. Hill, A. M., has been for several years the successful principal of this school.

This school is a type of a large number of schools formerly Academies in this State.

LANCASTER ACADEMY.—This name has been twice employed as the title of Academies incorporated in Lancaster; the first in 1828, the

second in 1847. The corporators of the first were, Solomon Strong, Nathaniel Thayer, and others; of the second, J. G. Thurston and others. Neither had more than a feverish existence; the funds barely served to keep the building in repair. The High School occupies the academy building.

SHELDON ENGLISH AND CLASSICAL ACADEMY, SOUTHAMPTON, was for a time a flourishing school. Rev. Vinton Gould was its inspiring divinity. It fitted a large number of young men for College. Southampton was in the time of this Academy the banner town for College graduates.

The real estate is at present valued at about \$4,000, and there is a productive fund of \$1,875. By vote of the trustees, the use of the building is given to the town for the purposes of a High School, while the income of the fund is applied to keeping the building in repair.

NORTHFIELD ACADEMY was opened in October, 1829. Omen S. Keith was the first principal, a graduate of Harvard in 1826; Cyrus Hosmer was a successor of Mr. Keith; William W. Wellington succeeded Mr. Hosmer in 1833. William A. Stearns, president of Amherst College, was an assistant of Mr. Hosmer in the classical department.

In 1835, Phineas Allen bought the academy property, and it was occupied by a Private School till 1843. [See Sheldon's History of Northfield.]

WOODBIDGE SCHOOL, HADLEY.—A Mr. Woodbridge and Rev. David N. Austin were associate principals of this school a few years. It was defunct before the Female Seminary was established.

SPRINGFIELD FEMALE SEMINARY was opened by Miss Julia S. Hawkes. Miss Hawkes was assisted by Miss Mary B. Campbell and her sister, Celia Campbell.

The school was very successful, exerting a large influence upon the young ladies of Springfield.

Miss Hawkes afterwards established a school in Philadelphia, where she married Monsieur Gardell, and the Misses Campbell removed to Columbia, S. C.

The seminary building is at present occupied as a dwelling-house.

EGREMONT ACADEMY, SOUTH EGREMONT, was successful for a few years. A very excellent tuition school has been kept in the building within a few years by Miss Luella Dowd, now Mrs. Dr. Smith of Sheffield.

FELLENBURG ACADEMY, GREENFIELD, was incorporated as a manual-labor school. It was at first under the charge of James H. Coffin, an excellent teacher; but it soon proved unsuccessful, as did most of the schools of its class. The building, of brick, has since been used for the Public Schools of the town.

MILLBURY ACADEMY was owned in shares. It was sold to the town and became a town High School in 1852, it having become obligatory for the town to maintain such a school. The hall of the school building was formerly used as a place of worship; at present, it is used as the town hall.

The Academy had for preceptor, at the period of its transition to a town school, A. P. Stone, present Superintendent of Public Schools at Springfield. Among a number of successful teachers, he was one of the most eminent.

CHARLESTOWN FEMALE SEMINARY flourished for a brief period.

GOODALE ACADEMY, BERNARDSTON, was succeeded, after some years, by the Powers Institute.

WESTMINSTER ACADEMY is the title of two Academies for which Acts of incorporation were granted—one in 1833, the other in 1847.

CENTRAL VILLAGE ACADEMY, DRACUT, ceased to exist in 1846.

LAMSON ACADEMY, SHELBURNE FALLS.—This school was continued as an Academy till within the past two years. For this period the town have occupied the academy building with a High School, paying to the trustees a small sum for its use.

The building is of brick, and has sometimes furnished not only accommodations for a school, but for a residence. It is two stories in height, and occupies an eligible site, containing one acre of land. Formerly Amherst College received more students from this school than from any other New England Academy.

The government of the institution is vested in a board of trustees. The small funds are accumulating.

NORTHAMPTON FEMALE SEMINARY was long in the charge of Miss Margaret Dwight. It afterwards became a Private School in charge of Prof. Lewis J. Dudley.

BELMONT INSTITUTE, Boston, was a seminary for young women.

BELCHERTOWN CLASSICAL SCHOOL was opened by Joshua Pearl; it was kept alive a few years. The building is now a hotel.

NEW ENGLAND ACADEMY, Cohasset, was chartered to hold in trust \$100,000.

SHEFFIELD ACADEMY was superseded by the High School.

PEPPERELL ACADEMY is now used as a High School.

HOPKINTON HIGH SCHOOL, incorporated in 1841, was changed to Hopkinton Academy in 1849. The Academy was sold to the town in 1864.

DRURY ACADEMY, North Adams, is a local school, supplying all the conditions of a High School of the first class, and depends for its support upon town appropriations.

WINCHENDON ACADEMY long since became a High School.

PINE GROVE SEMINARY, Harwich, was sold to Sidney Brooks, in 1866, for \$2,050.

LEE ACADEMY was sold to the town of Lee, some years since, and is occupied by the High School.

SHELBURNE FALLS ACADEMY was changed to Lamson CLASSICAL AND SCIENTIFIC INSTITUTE, and incorporated a second time, in 1854.

HINSDALE ACADEMY building cost, in 1848, \$4,200 ; it is now used for the town High School.

QUABOAG SEMINARY, at Warren, is now used as a High School.

HOLLIS INSTITUTE, South Braintree, was founded in 1844 as a parish school for the benefit of the Congregational Church. It never was large, either as a Parish or as a Public School.

MT. HOLLIS ACADEMY, Holliston, is now a town High School.

CONWAY ACADEMY is supported by town appropriations as a High School ; the trustees grant the use of the building on condition that the town make the necessary repairs. The value of the real estate is estimated at \$2,500 ; the invested funds are \$500.

RIVERSIDE ACADEMY, Newton, incorporated in 1854, was changed to RIVERSIDE INSTITUTE in 1855.

JUBILEE HILL ACADEMY, Pittsfield, was a seminary for women.

ARMS ACADEMY, SHELBURNE FALLS.—With the Act of incorporation of Arms Academy, Shelburne Falls and Buckland were authorized to appropriate sums for the erection of a building, etc.; and by compliance with this condition, Shelburne was exempted from maintaining a High School. It is in contemplation soon to commence building, but no definite plan has been decided upon.

The small fund left by Ira Arms, some years since, has now increased to about \$45,000.

O. R. Maynard is secretary of the board of trustees.

HOLYROOD ACADEMY, Lowell, was connected with, and under the patronage of, the Episcopal Church.

AMESBURY and SALISBURY ACADEMY was quite prosperous for a few years. The building was burned in 1870. The real estate remaining is valued at \$1,500, and is owned in one hundred and ninety-six shares by stockholders.

WELLESLEY FEMALE SEMINARY was incorporated as Wellesley College in 1873.

THE THAYER ACADEMY was endowed by Sylvanus Thayer as an English High School. A building is in process of erection, at a cost of about \$60,000, of which \$20,000 was paid by the town of Braintree in its corporate capacity.

PRIVATE SCHOOLS.

Justice demands that mention should be made in this connection, of the numerous class of Private Schools. These are of all grades, from the "infant school" up to the College. Whilst some are special, others very general, in the curriculum of their studies, yet some rank with the best Academies as model seminaries of secondary education. No better example of a Private School with the special function of the Academy can be given than the Greylock Institute.

GREYLOCK INSTITUTE, SOUTH WILLIAMSTOWN.

[Sketch by GEORGE F. MILLS, A. M., Associate Principal.]

Greylock Institute is a Private School for boys, designed chiefly as a family school, but open to day pupils also. It has never been incorporated, and was opened at South Williamstown in May, 1842.

The school has no endowment, and has never been assisted by any endowment fund. It is supported by the income from board and tuition of the pupils.

There are two buildings for the uses of the school,—the Institute, and a gymnasium. Connected with the school is a farm of one hundred acres. The value of the school buildings and grounds adjacent is \$75,000; of the gymnasium, \$3,000; of the apparatus, \$300.

There are two courses of study,—the classical and the English. By the former, students are fitted for College; by the latter, for the Scientific School or for business.

Miscellaneous library of four hundred volumes.

The expenses for board and tuition are \$450 per year.

Many of the pupils are connected with the school but one year, and do not complete a course of study. The work of the school is to teach pupils how to study as well as to carry them forward in particular branches. The average number of graduates is ten each year. Most of these enter College, others go to the Scientific School, chiefly the Sheffield, at New Haven.

There are seventy-five pupils at present connected with the school.

The government is parental; there are no trustees. Pupils are taught obedience to their teachers, because they are their teachers.

The school was founded by the present principal, Benj. F. Mills, who has been at the head during the thirty-four years of the school's history. His son, George F. Mills, has been associated with him fourteen years. The principal and associate principal engage in the everyday work of the school-room, teaching, directing, advising and encouraging their pupils. There are six assistant teachers, who assist in instruction and in the care of the family.

The present building was erected in 1872. Previous to this there were accommodations for sixty pupils ; the present building will accommodate ninety. The Institute is in a quiet country village, surrounded by most attractive and beautiful mountain scenery.

It aims to educate boys physically, intellectually, and morally.

Its methods are designed to reach individual boys, not boys in a mass.

Its results are seen in the continued prosperity of the school, and in the interest felt by present and past pupils in its success.

[F.]

WORCESTER FREE INSTITUTE, DEAF AND DUMB AND
BLIND ASYLUMS, ETC.

WORCESTER FREE INSTITUTE.

This technical school was chartered by the Legislature of Massachusetts, May 10, 1865, and opened for the reception of students in November, 1868. It is authorized to hold property to the amount of \$1,000,000.

The institution arose from a conviction on the part of its founders that there is need of a system of training boys for the duties of an active life which is broader and brighter than the popular method of "learning a trade," and more simple and direct than the so-called "liberal education." That is, boys must have a good education based on the mathematics and the physical sciences, and know enough of some art or trade to enable them to earn a living when they leave school. It is clear that institutions in which this result is reached must be essentially new, and the plan of the instruction must involve some manual labor.

It is the undoubting opinion of the managers of the Institute, and of all who have watched its operation, that the connection of academic culture and the practical application of science is advantageous to both, in a school where these objects are started together and carried on with harmony and equal prominence. The Academy inspires its intelligence into the work of the shop, and the shop, with eyes open to the improvements of productive industries, prevents the monastic dreams and shortness of vision that sometimes paralyze the profound learning of a College. And it is also believed that a school of practical application of science cannot have the greatest success where it is appended to and overshadowed by an established and well-provided institution, whose work is limited to the exercise and the attainments of the intellect.

The school was founded by John Boynton, Esq., of Templeton, by a gift of \$127,000. The late Hon. Ichabod Washburn established the machine-shop and otherwise enlarged the resources of the Institute to

a total amount of \$130,000 Further endowments by Hon. Stephen Salisbury of \$250,000, and the State of Massachusetts of \$50,000, increase the available annual income to \$25,000.

By the terms of the gift of Mr. Boynton, the school is free to all citizens in the county of Worcester; and, by the conditions of the state grant and the gift of the Hon. George F. Hoar, twenty-three students, residents of the State of Massachusetts, but not of the county of Worcester, may receive free tuition. Residents of any other place may be admitted upon payment of a tuition fee of one hundred dollars per annum.

This Institute offers facilities, equal to the best in this country, for acquiring theoretical and practical knowledge of mechanical engineering, civil engineering, chemistry, physics, modern languages and drawing. Special prominence is given to the element of *practice*, since it is believed that mechanics, civil engineers, and other technical students can be best trained by combining with their class-room drill, weekly practice in the field of their prospective callings.

The course of study extends through three and a half years for mechanics, and three years for all others.

Thorough instruction is given to all students, by recitations and lectures in mathematics, theoretical and applied mechanics, the English, French and German languages, the physical sciences, and drawing. In addition to this, for ten hours a week for ten months and eight hours a day for the month of July, practice is required of the students according to the respective departments of their choice; viz., the mechanics in the Washburn Machine-shop; the civil engineers in the field and in the drawing-room; the chemists in the laboratory; the designers in the drawing-room.

The mechanics devote part of their practice time to the construction of working-drawings of machines used and manufactured in the shop, and to calculating their efficiency; so that the course prepares mechanical engineers who have a practical familiarity with tools and machinery.

Able instructors devote themselves assiduously to the specific work of instruction, and are accessible at all times to the students. Ample buildings, apparatus and books are provided, and an increasing number of graduates, who are leading useful and successful lives, contribute the benefit of their experience to the management of the school.

The grounds of the Institute cover nearly seven acres in an elevated and attractive locality. Two buildings have been erected,—Boynton Hall and the Washburn Machine-shop.

Boynton Hall, named in honor of the founder of the Institute, is a three-story granite building, one hundred and forty-six feet long by sixty-one feet wide, built by citizens of Worcester, at an expense of

about \$67,000, and devoted to recitations, lectures, and the general exercises of the institution.

The Washburn Machine-shop is a three-story brick building, one hundred feet long by forty feet wide, with a wing sixty-five by forty feet, for engine, boilers, and blacksmith-shop. The first floor is fully equipped for the manufacture of machinists' tools, the second floor for woodwork, and the third for general purposes. It is a part of the gift of Hon. Ichabod Washburn. The machinists' tools and other products of the shop are sold in market, and are in considerable demand.

Text-books and books of reference are found at the Institute. For general reading the students have access to the Worcester Free Public Library of thirty thousand volumes.

The Institute is supplied with all the usual chemical and physical apparatus essential to successful instruction in the physical sciences.

The Institute confers the degree of Bachelor of Science, in course, upon all full graduates, and promises recognition of professional success in an honorary degree.

Professors, eight; tutors, one; assistants, two; lecturers, one. Total, twelve.

Number of students, 1876: Seniors, twenty-five; middlers, thirty; juniors, thirty-six; apprentices, fourteen. Total, one hundred and five.

Average annual income from funds, \$23,500; average annual income from tuition, \$1,500; annual expenditure, \$25,000; annual expense of shop in excess of profits on manufactures, \$3,000.

AMERICAN ASYLUM FOR DEAF-MUTES AT HARTFORD, CONN.

This institution had its origin in the action taken by the General Association of Connecticut, as early as 1812, which body having had its attention drawn to the condition of the deaf-mutes, appointed a committee to investigate the subject, who reported that there were eighty-four deaf-mutes within the State. On the 1st of May, 1815, a company of seven gentlemen, of whom Rev. Dr. Strong was one, met in a private parlor in Hartford, to take the subject into consideration. They decided to send abroad a competent person, to acquire the art of instruction, preliminary to the establishment of a school in this country.

A sum necessary to defray the expense was soon subscribed, and the Rev. Thomas H. Gallaudet was selected as the proper person to undertake the mission.

There were then only three deaf-mute schools in England, where now there are twenty-three. Mr. Gallaudet failing to secure the facilities for proper instruction in England, accompanied Abbé Sicard, who

had been exhibiting his mode of instruction in London, to Paris, and there studied the system pursued by that famous teacher.

He returned to this country in August, 1816, bringing with him Mr. Laurent Clerc, a gentleman deaf and dumb from birth, and who had been employed as a teacher at the Royal Institution at Paris for ten years.

The governor of Connecticut commended the work of establishing a school to public sympathy by a special proclamation, and the sum of \$12,000 was raised by subscription. The school was opened in April, 1817, with seven pupils, four of whom were from Massachusetts, which number was increased before the end of the year to forty-one.

A grant of land was made by Congress to the institution in 1819, consisting of 23,000 acres in Alabama, which was sold, and the funds thus obtained appropriated for building and other purposes of the institution. The land granted by Congress was sold for \$314,000, of which \$75,000 was invested in real estate, and the balance in productive funds. The directors voted to expend all and only the income of said funds in deaf-mute education, the principal to remain as a sacred trust.

The fund has been so managed, and remains intact; but by the increase of the value of the real estate, the property of the institution is estimated at \$500,000.

The rates of tuition and board, reduced by the fund to about one-half the actual cost, were—

From 1817 to 1821,	. . . . .	\$200 per annum.
1822 to 1825,	. . . . .	150 “
1826 to 1834,	. . . . .	115 “
1835 to 1863,	. . . . .	100 “
For 1864,	. . . . .	125 “
From 1865 to 1876,	. . . . .	175 “

With the cost of clothing and school-books in addition.

Arrangements were made with the States of Massachusetts, New Hampshire, Vermont and Maine, by which pupils from those States might be received at a stipulated sum per year.

These arrangements have been continued until the present time, our own State having furnished a larger proportion of pupils than the others named, having sent as beneficiaries during the first fifty years of the existence of the institution, five hundred and ninety-seven out of a total of seventeen hundred.

The institution, under its successive superintendents, has been carried on with great fidelity, and still maintains a leading position among schools of its kind in the country.

The Commonwealth of Massachusetts, from the beginning of the

attempt to found an institution for the instruction of deaf-mutes has manifested, both through private effort and the action of the Legislature, a strong interest in the welfare of these unfortunate dependents upon her care. Voluntary contributions were made in aid of the American Asylum at Hartford, and a Resolve was passed by the General Court on the 12th of June, 1817, requiring the "selectmen of the towns and the assessors of plantations to ascertain the number of deaf and dumb persons within their respective towns and plantations, and report to the secretary of the Commonwealth, at the next session, specifying the age and sex of such person, and their situation and that of their near relatives, in point of property."

The information thus collected was communicated to the Legislature, and referred to a joint committee, who reported "that the situation of the unhappy persons to which the attention of the Legislature has now been called is worthy of the paternal regard of the government."

A committee was appointed to make further inquiries during the recess of the Legislature, and to report at the next session. On the 19th of June, 1819, the Legislature passed a Resolve, appropriating \$4,000 for the education of twenty pupils at the asylum at Hartford, at an expense not exceeding \$200 for such individual per annum, for a period of four years, and in 1820 authorized the continuance of the state pupils in the asylum for the term of six years.

THE CLARKE INSTITUTION FOR DEAF-MUTES

Is located at Northampton, having been chartered by the Legislature, June 1, 1867.

Dr. S. G. Howe and the Hon. Horace Mann, who visited Europe in company in 1843, and examined the institutions for deaf-mutes on the Continent, became much interested in the system of education adopted in the German schools, and strongly advocated that system as superior to the one in use in our own country. The report of Mr. Mann excited so much interest that the American Asylum at Hartford and the New York Institution for Deaf-Mutes sent gentlemen abroad, carefully to examine and study these systems. They returned, and reported that the system adopted in this country produced better results than those attained abroad, and therefore advised that no material change be made, although articulation was taught at the former institution, by a special teacher employed for that purpose. But the effort was gradually abandoned.

From time to time, however, public attention was called to the subject, and Gardiner G. Hubbard, Esq., now president of the Clarke Institution, applied to the Legislature for a charter for a deaf-mute school in 1864, which application was refused.

In the fall of the same year, Miss Harriet B. Rogers of Chelmsford had placed under her charge a deaf-mute, whom she successfully taught articulation. Thus aided and encouraged by a few friends, she determined to open a school, and issued the following advertisement, November 7, 1865: "Miss Rogers proposes to take a few deaf-mutes as pupils for instruction in articulation and reading from the lips, without the use of signs or the finger alphabet. The number is limited to seven, two of whom are already engaged." One year elapsed before she obtained the desired number of pupils. In June, 1866, she opened her school at Chelmsford with five scholars. Another entered in September, and two more in the spring of 1867.

In 1866 and 1867, the attention of the Legislature was again called to the subject by the second and third reports of the Board of State Charities.

While these movements were taking place in the eastern section of the State, John Clarke, Esq., of Northampton communicated to his friends his desire to contribute towards the endowment of a school in this State for deaf-mutes, if such an institution were required.

Governor Bullock cordially entered into his views, and laid the matter before the Legislature in his message of January, 1867. This part of the message was referred to a joint special committee, who gave full consideration to the subject. A full hearing was had upon the subject, the committee visited the American Asylum and the school of Miss Rogers, and made a report recommending the passage of two bills, which were passed and approved on the first day of June, 1867.

The first bill provided for the incorporation of the Clarke Institution for Deaf-Mutes at Northampton, with authority to establish classes for instruction in two other suitable localities.

The other provided—

1. For the education of certain deaf children between five and ten years of age, by the Clarke Institution at the expense of the Commonwealth.

2. For extending the time devoted to the instruction of deaf children from six to ten years.

3. For the supervision by the Board of Education of the instruction of all deaf-mute pupils aided by the Commonwealth.

4. For an additional appropriation to carry out these objects.

The corporation was organized on the 15th day of July, 1867, and it was decided to establish an articulating school at Northampton, under the charge of Miss Harriet B. Rogers.

Mr. Clarke immediately placed \$40,000 in the hands of the trustees, and pledged a further sum of \$50,000, which was soon after paid, making the largest donation ever made in this country by an individual for the education of deaf-mutes.

The price for board and tuition was fixed at \$400, for tuition at \$100 per annum; and the entire income of the funds of the institution is used to aid those unable to pay the full amount.

The school opened on the first of October, with twenty scholars. The number of different pupils for the year ending September 1, 1876, was sixty-one, and the charge for board and tuition has been fixed at \$350; for tuition alone \$80 per year, payable semi-annually. There are two terms in a year, of twenty weeks each; the first commencing on the third Wednesday in September, with a vacation of four weeks in winter; the second commencing on the first Wednesday in March, with a summer vacation of eight weeks.

The estate of the institution contains eleven acres, upon which are three main buildings—Clarke Hall for recitations; Baker Hall for the primary pupils; and Rogers Hall for the older pupils, in which is the residence of the principal.

There is also a large workshop, a laundry, a stable, and a cottage for the farmer.

The present valuation of real and personal estate is upwards of \$350,000, of which about \$256,000 constitutes the fund created by the legacies of John Clarke, Esq., from whom the institution is named.

There are employed, besides the principal of the institution, Miss Harriet B. Rogers, six instructors, a steward, matron, assistant matron and attendants.

THE BOSTON SCHOOL FOR DEAF-MUTES

Had its origin in the personal efforts of Rev. Dexter S. King, a member of the school board of Boston, and also a member of the State Legislature. Becoming interested in the instruction of deaf-mutes in articulation, as taught in the Clarke Institute in Northampton, he conceived the idea of a public day school for deaf-mute children in Boston, under the direction of the school board. In the month of May, 1868, at the instance of Mr. King, a committee was appointed by the board to consider and report on the expediency of establishing such a school. Some inquiry was instituted, and some facts gathered, but no report was made.

In January, 1869, the subject was again committed to the same gentlemen, and in April, Mr. King, the chairman of the committee, reported "that such a school ought to be established, for the reason that there are enough deaf-mute children in the city, entirely destitute of the means of education, to form such a school, and whose friends would improve the opportunity of sending them to school; also on the ground of economy." It was proposed that the children attending such school should be supported at their own homes.

The committee submitted a series of orders establishing a school, providing for a teacher, and for preparing rules and regulations for the institution.

In 1868 the Legislature passed an Act allowing State beneficiaries to be sent to Northampton as well as to Hartford, at the discretion of the governor, and in 1869 included "any other school for deaf-mutes in the Commonwealth" in the same provisions.

It was found upon a careful canvass of the city that it contained fifty deaf-mute children who would be considered wards of the State, and whose school expenses would be paid by the State, either at Hartford or Northampton.

On the opening of the school in November, 1869, thirty-six applications for admissions were made, but for want of room, and the impossibility of immediate classification, only twenty-five were at first admitted.

The school was organized by the appointment of Miss Sarah Fuller as principal, and Miss Mary H. True and Miss Ellen L. Barton as assistants.

The number aided by the State in the year ending December 31, 1876, was seventy-two. The number of state beneficiaries admitted during the year, fourteen. The number of state beneficiaries now in the school, sixty-four.

The success of the school has prompted efforts for the establishment of similar schools in Portland, Me., and in Providence, R. I., in both places institutions having already been opened and pupils received.

THE PERKINS INSTITUTION FOR THE BLIND.

[Extracted from Report of Board of State Charities, 1876.]

The first school for the blind was established in Paris by the Abbé Valentin Haüy, in 1785. The first public systematic efforts attempted in the United States of America to secure for sightless children a share in the advantages of common-school instruction, were made in Boston in the years 1827-28.

Dr. John D. Fisher, while studying medicine in Paris, had visited the French school for the blind; and, on his return home, succeeded in interesting a number of benevolent gentlemen of Boston in the project of establishing a similar institution in this city. Among these gentlemen was William H. Prescott, the eminent historian, who was himself partially blind. These gentlemen formed themselves into a society, and it was shown by experiment in their meetings that blind children could be taught to read raised letters, to cipher, to distinguish relief maps, etc. They raised a small sum by subscription to begin a school. They expended this in gathering

knowledge of all that had been done in Europe, in the matter of systematic instruction of the blind. After much discussion, they became convinced of the practicability of establishing a school which would be useful to the blind, and lighten their dark path in life. This little society petitioned the Legislature for an Act of incorporation, which was granted in 1829, under the name "The New England Asylum for the Blind." This name was afterwards changed to that of the "New England Institution for the Education of the Blind," and again to its present one. The Act provided for a board of visitors, composed of the governor, lieutenant-governor, president of the senate, speaker of the house of representatives, and the chaplains of the two houses. This board was authorized to appoint four persons to act as trustees in behalf of the State, with eight others elected annually by the corporation. It was afterwards abolished, and its powers and duties devolved upon the governor and council, as a more convenient arrangement. Soon after the primary organization was complete, the trustees petitioned the Legislature to grant money in aid of the new school. The State had for several years made an appropriation of \$6,500 to pay for the education of deaf-mutes belonging to Massachusetts at the American Asylum in Hartford; but, as there were not applicants enough to exhaust this fund, the Legislature appropriated the unexpended balance to the Institution for the Blind.

In 1831, Dr. Samuel G. Howe undertook the direction of the establishment, and went to Europe in order to seek information at kindred institutions, and to collect books and apparatus. On his return to America, he commenced the experiment of teaching the blind in July, 1832. This he was obliged at first to do on a small scale. He began with six children at his father's house in Pleasant Street. As soon as the infant institution was regularly in operation, and the practicability of its beneficent work had been demonstrated, applications for admission increased rapidly; more funds were needed, and the Legislature generously came to its aid by an outright grant of \$6,000, upon condition that the governor should have the right to recommend twenty blind children of indigent parents, inhabitants of Massachusetts, as beneficiaries. The grant has gradually been increased to \$30,000 a year, and now *all* the blind children of Massachusetts are admitted as pupils until they have been sufficiently instructed. The average of annual grants since the first (in 1830) has been about \$13,500. A certain amount of income is derived from other New England States which send beneficiaries to our institution and pay therefor at the rate of \$300 each, annually. The State has also paid about \$130,000 for buildings, and its aggre-

gate appropriation for current expenses has been \$585,000, up to January 1, 1876.

There have been many private benefactors of this School for the Blind, chief of whom must be reckoned Dr. Howe himself, who for nearly forty-five years, that is, from 1831 to 1876, devoted his talents and his influence to its success, until he made it the most efficient and famous school of its kind in the country. He died within sight of its roof, and his funeral procession set forth from its chapel, where his pupils joined in the last rites of affection and honor. The largest donation of money made to the school was the sum of \$50,000, given by Mr. William Oliver; next to which comes the gift of Colonel Perkins, for whom the school was named, nearly forty years ago. He presented his mansion-house in Pearl Street, Boston, where for some years the "Perkins Institution" was established, and he also contributed generously to its first endowment. In 1840 it was removed to the "Mount Washington House," in South Boston, where it has since continued and will for the present remain. The amount given by Colonel Perkins may perhaps be estimated at \$40,000. Mr. John Templeton, not many years since, made a bequest of \$20,000, and Mrs. Ann Vose, more recently, of \$10,000. Among the other benefactors may be named Charles Dickens, the novelist (who paid the cost of printing his "Old Curiosity Shop" in raised letters for the pupils of Dr. Howe), Samuel May, Peter C. Brooks, John C. Gray, and George Lee.

THE MASSACHUSETTS SCHOOL FOR IDIOTS.

[Extracted from the Report of Board of State Charities, 1876.]

Scarcely had Dr. Howe demonstrated to the world that persons deprived of their three most important senses could be restored to communication with mankind, when the sad condition of another class of children attracted his notice and induced him to found a school for them. These were the idiots, for whom, before 1846, scarcely anything had been done in America or in Europe. Before 1837, idiocy was pronounced incurable by the highest medical authorities; but in that year the French physicians, Itard, Guersaut and Esquirol, advised the first trial of methodical treatment for idiocy, and the result of that method was published by Séguin, in Paris, in 1846. But long before this, Dr. Howe's mind had been turned to the problem.

As early as 1839, an idiotic blind child was received at his Institution for the Blind, not only unsound in mind, but infirm in body, unable to walk, and nearly paralytic. Dr. Howe decided to retain and try to improve him. Guided by the idea that the first and most

important object in a system of instruction is to develop and improve the body and put it into the best possible condition for the development of the mental faculties, he put the child under such a course of treatment as the rules of physiology and hygiene suggested. This was persisted in, until the child was found to be greatly improved in every respect, and his condition so far ameliorated as to suggest that even the poor idiot was not beyond the reach of training and improvement in mind. Two other similar cases of children, blind and idiotic, were soon after treated by Dr. Howe, and with such favorable results that in 1845, after many private consultations with his friends, he resolved to address the public on the subject. Accordingly, Mr. Horatio Byington, then a representative from Stockbridge, moved an Order of the House, which was passed on the 22d of January, 1846, for the appointment of a committee to consider the expediency of appointing commissioners to inquire into the condition of idiots in this Commonwealth, to ascertain their number, and whether anything could be done for their relief, and to report on the subject to the next General Court. The committee thus appointed did their work promptly and faithfully. A commission was appointed by Governor Briggs, of which Dr. Howe was made chairman, and which, after two years' work, reported in 1848. This report of Dr. Howe on Idiocy, in a pamphlet of 150 pages, contained an account of a thorough investigation into the nature, causes, and various forms of idiocy, and a full statement of the condition and treatment of idiots in almshouses and private families in Massachusetts. It also gave information concerning what had been done in some of the best European schools established for children of this class. The tables appended to this report gave an account of the mental and physical condition, and (so far as they could be ascertained) of the hereditary tendencies of 574 idiots, and various measurements of the height, size of head and chest, conditions of body and manifestations of mind of these persons, compared with the average, in these particulars, of one thousand ordinary persons. This report led to a series of Resolves by the Legislature, entitled "Resolves concerning Training and Teaching Idiots," which were approved May 8, 1848, and by which a sum not exceeding \$2,500 annually, for the term of three years, was appropriated for the purpose of training and teaching ten idiotic children, to be selected from those at public charge, or from the families of indigent persons in different parts of the Commonwealth, "provided that an arrangement can be made by the governor and council with any suitable institution now patronized by the Commonwealth for charitable purposes."

Agreeably to the spirit of these Resolves, arrangements were

made by the governor with the trustees of the Perkins Institution for the Blind to do this work; the task was undertaken by Dr. Howe, and was done satisfactorily. In the meantime an institution had been incorporated and organized under the title of the "Massachusetts School for Idiotic and Feeble-Minded Youth"; and at the expiration of the three experimental years, the Legislature doubled the appropriation by making an annual grant of \$5,000 a year to the new school. It soon became evident to all who examined the subject closely, that this institution was really doing a needful work which could not be done elsewhere, and that there should be a proper building to do it in. The Legislature, therefore, in 1855, voted the sum of \$25,000 for such a building. Until then the work of the Idiot School had been carried on in uncomfortable and narrow quarters. It had been incorporated April 30, 1851, and the annual grant of the State was then increased to \$5,000, on condition that thirty poor pupils were there instructed without charge. It was some little time before the number was filled up. There had been but twenty up to the 1st of January, 1852; but two years later the trustees reported that they had "fulfilled all the conditions of the grant from the State." In 1855 the state grant of \$25,000 was made on condition that the friends of the institution should raise and contribute the sum of \$5,000 more, for the purpose of finishing the building. The trustees appointed a committee, consisting of Samuel Hoar, William Minot and Dr. Howe, to raise the money required, and they did so within the time specified. The trustees at first sought for some building which had been already erected for other purposes, and which, not being used or wanted, might be obtained for a lower sum than its original cost; but being unable to succeed in this plan, they purchased the site upon which the school now stands, and made arrangements for erecting a building, which was ready for occupancy early in October, 1856. It is near the water-side in South Boston, and its situation is one of the pleasantest and most salubrious that any of the state establishments enjoy.

Up to January 1, 1855, the whole number of pupils had been but 113, of whom three-fourths had probably been state beneficiaries. In the year 1855 the average number of pupils was 39. Since 1856 the number of pupils has slowly increased, and the bounty of the State has been bestowed more liberally. From 1857 to 1860, both inclusive, the regular annual appropriation was \$7,500; in 1861, it was increased to \$9,000, and since then to \$12,000, \$16,000, and now \$20,000. It has received in all 548 pupils, and has done great good. It has rescued many children of merely feeble minds from the imbecility into which they had fallen through abuse or neglect

or injudicious treatment,—children who were considered as idiots, and who would have sunk into hopeless idiocy but for the help afforded at this School. It has given speech to some who were dumb, and who, if left without special aid and training, would have remained so. More than three-fifths of all the pupils of the School have been improved either physically, morally or intellectually, by their stay in the establishment.

The Idiot School, like the Blind Asylum, is managed by a board of twelve trustees, in part chosen by the corporation, and in part appointed by the governor of Massachusetts. It is now practically a state establishment, and has cost the state treasury in construction expenses \$54,000 since 1848, and in current expenses, about \$272,000. Its present superintendent is Dr. Edward Jarvis.

AN ABSTRACT

OF THE SCHOOL RETURNS MADE BY THE SCHOOL
COMMITTEES OF THE SEVERAL TOWNS AND
CITIES IN THE COMMONWEALTH, FOR
THE SCHOOL YEAR 1875-76.

BOARD OF EDUCATION.

BARNSTABLE COUNTY.

TOWNS.	Population—State Census, 1875.	Valuation—1875.	No. of Schools.	Amount expended in 1875 for erecting School-houses.	Amount expended in 1875 for repairing School-houses.	No. of different Scholars in Public Schools during the school year.	Avg. attendance in all the Pub. Schools during the school year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1875.	No. of different persons employed as Teachers in Pub. Sch'ls.		No. of Teachers from Normal Schools.	Agg'te length of Public Schools for the year, in months and days.
											Males.	Fem.		
Barnstable, .	4,302	\$2,863,099 00	25	—	\$628 65	927	657	7	130	769	5	26	7	209-10
Brewster, .	1,219	748,160 00	7	—	236 00	237	187	—	36	236	2	7	3	49
Chatham, .	2,274	881,632 00	14	—	585 44	483	363	3	60	429	2	15	1	118-10
Dennis, .	3,369	1,646,437 00	13	—	835 00	722	539	2	151	637	8	12	2	102-10
Eastham, .	639	212,633 00	4	—	10 00	158	115	1	35	126	4	5	—	30
Falmouth, .	2,211	2,561,805 00	14	—	1,094 09	393	296	2	79	318	8	16	2	108-15
Harwich, .	3,355	1,103,508 00	15	—	125 00	721	562	5	153	644	7	13	—	105
Mashpee, .	278	97,502 00	2	—	12 20	70	37	1	11	77	2	2	1	13
Orleans, .	1,373	520,679 00	8	—	300 00	283	192	1	63	235	1	9	—	73
Provincetown, .	4,343	1,943,982 00	15	—	439 01	919	736	—	125	900	4	19	2	139-7
Sandwich, .	3,417	1,442,201 00	22	—	207 61	769	566	3	99	667	7	26	1	176-10
Truro, .	1,098	294,363 00	7	—	50 00	233	187	10	66	172	4	6	1	54-10
Wellfleet, .	1,988	960,940 00	11	—	—	342	293	—	77	393	3	12	1	82
Yarmouth, .	2,264	1,558,494 00	10	—	—	368	270	—	39	332	2	12	2	93
Total, .	32,130	\$16,835,435 00	167	—	\$4,523 00	6,625	5,000	35	1,124	5,935	59	180	23	8-2

BERKSHIRE COUNTY.

Adams, .	14,416	\$6,685,060 00	46	—	\$1,148 20	3,178	1,908	3	152	3,322	7	55	20	431-10
Alford, .	389	292,863 00	3	—	5 00	65	42	2	6	56	2	3	1	25-5

SCHOOL RETURNS.

iii

Becket, . . .	1,329	\$472,518 00	11	-	\$100 00	376	250	6	54	311	4	15	4	72-10
Cheshire, . .	1,693	1,117,018 00	10	-	101 33	405	271	7	67	367	3	11	1	87-10
Clarksburg, .	670	261,850 00	3	-	50 00	145	99	3	7	156	2	3	2	25-10
Dalton, . . .	1,759	1,371,426 00	9	-	211 09	394	249	12	38	334	12	12	2	69-10
Egremont, . .	890	613,063 00	6	-	20 00	95	149	5	20	129	1	6	1	44-15
Florida, . . .	572	191,874 00	6	-	-	125	68	2	8	115	1	8	-	38
Gt. Barrington, .	4,385	3,541,601 00	22	-	-	1,001	567	15	115	871	7	26	4	195
Hancock, . . .	730	459,607 00	7	-	100 00	140	100	4	30	107	3	5	1	44
Hinesdale, . .	1,571	858,134 00	10	-	100 00	360	219	8	23	350	2	12	-	67-10
Lanesborough, .	1,357	781,820 00	8	-	20 69	332	196	12	20	310	2	8	4	62-5
Lee,	3,900	2,027,731 00	17	-	500 00	726	569	19	48	812	5	17	-	148-10
Lenox,	1,845	1,477,811 00	11	-	300 00	395	298	9	24	384	3	10	-	86
Monterey, . . .	703	280,736 00	8	\$400 00	-	163	96	5	14	159	2	11	-	54-5
Mt. Washington, .	177	78,989 00	2	-	-	44	25	2	4	51	2	2	-	14
New Ashford, . .	160	94,201 00	2	-	-	44	22	-	7	38	2	3	-	15-10
New Marlboro', .	2,037	847,278 00	14	-	-	477	298	14	60	390	4	15	-	85-17
Otis,	855	279,926 00	8	-	195 07	233	139	9	43	178	2	11	-	48
Peru,	443	151,765 00	6	-	42 00	126	79	4	19	104	4	5	-	36
Pittsfield, . . .	12,267	9,402,059 00	41	-	1,784 71	2,130	1,540	23	160	2,384	3	63	2	400
Richmond, . . .	1,141	593,554 00	6	-	20 00	206	116	14	15	237	2	4	-	42
Sandisfield, . .	1,172	432,851 00	12	-	75 00	260	173	7	45	227	5	13	1	77-15
Savoy,	730	213,764 00	8	-	-	187	120	6	43	121	3	9	1	49-13
Sheffield, . . .	2,233	1,215,178 00	13	1,580 90	103 89	574	322	18	91	467	5	20	3	114-10
Stockbridge, . .	2,089	2,993,700 00	8	-	200 00	369	284	5	69	349	1	10	3	74
Tyringham, . . .	517	265,444 00	4	-	-	107	75	-	13	112	2	4	1	28-10
Washington, . .	603	248,026 00	6	-	63 87	159	95	3	17	164	1	9	1	43
W. Stockbridge, .	1,981	881,894 00	8	-	750 00	425	286	11	43	429	2	9	-	61-3
Williamstown, . .	3,683	1,894,373 00	15	-	300 00	795	473	5	37	717	1	22	5	138
Windsor,	624	224,014 00	9	-	10 55	122	101	7	23	88	1	12	-	57
Total,	66,921	\$40,250,128 00	339	\$1,980 90	\$6,201 40	14,212	9,175	240	1,315	13,839	83	413	57	8-1

BOARD OF EDUCATION.

BARNSTABLE COUNTY—CONTINUED.

T O W N S.	Average length as returned by Committee.	Average wages of Teachers per month, including the value of board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the school year 1876-6.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expenses of superintendence by School Committee, including the salary of Superintendent.	Expenses of printing Reports, etc.	Salary of Superintendent of Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from local School Funds.	Income of Funds, appropriated to Public Schools at the option of the town, including tax on Dogs.
		Males.	Females.								
Barnstable, .	8-10	\$69 00	\$36 50	\$10,000 00	—	\$287 00	\$37 50	—	\$1,500 00	\$60 00	\$538 61
Brewster, .	7	60 00	38 40	2,200 00	—	90 00	25 00	—	—	—	—
Chatham, .	8-9	80 00	23 17	4,500 00	—	175 00	35 00	\$175 00	—	—	48 59
Dennis, .	8-4	63 00	38 00	5,500 00	—	175 00	27 00	100 00	—	—	57 12
Eastham, .	7-10	53 84	28 39	1,200 00	—	35 00	10 00	—	—	—	—
Falmouth, .	7-15	38 57	37 18	4,600 00	—	194 64	40 00	—	10,000 00	1,000 00	113 28
Harwich, .	7	59 23	33 75	5,000 00	—	200 00	30 00	150 00	—	—	63 00
Mashpee, .	6-10	40 00	26 29	500 00	—	30 00	10 00	—	—	—	45 00
Orleans, .	9-3	110 00	22 86	2,500 00	—	100 00	47 00	100 00	—	—	19 49
Provincetown, .	9-6	98 33	35 00	7,600 00	—	454 25	75 00	—	—	—	—
Sandwich, .	8	57 67	32 50	7,500 00	\$150 00	374 50	60 00	350 00	4,000 00	250 00	245 06
Truro, .	8-10	58 75	22 00	1,800 00	—	95 00	20 00	—	—	—	18 00
Wellfleet, .	9-2	81 66	33 50	5,000 00	—	150 00	20 00	—	—	—	45 00
Yarmouth, .	9	74 50	42 00	4,500 00	—	135 00	24 00	—	15,000 00	900 00	76 72
Total, .	—	\$67 47	\$32 11	\$62,400 00	\$150 00	\$2,495 39	\$460 50	\$875 00	\$30,500 00	\$2,210 00	\$1,269 87

BERKSHIRE COUNTY—CONTINUED.

Adams, .	9-8	\$103 30	\$42 61	\$28,800 00	—	\$350 00	\$150 00	—	—	—	—
Alford, .	8-8	32 00	24 00	420 00	—	23 00	8 00	—	—	—	\$30 00

SCHOOL RETURNS.

v

Becket,	6-12	\$37 75	\$25 75	\$1,500 00	-	\$50 00	\$15 00	-	-	-	-	\$95 00
Cheshire,	8-15	54 44	32 66	3,300 00	-	106 00	6 00	-	-	-	-	100 40
Clarksburg,	8-10	36 00	33 31	800 00	-	57 50	15 00	-	-	-	-	-
Dalton,	7-15	-	37 20	3,000 00	\$59 50	90 00	15 00	-	-	-	-	-
Egremont,	7-9	37 50	29 00	1,200 00	-	57 04	5 75	-	-	-	-	-
Florida,	6-7	-	26 08	800 00	-	-	10 00	-	-	-	-	82 79
Gt. Barrington,	8-17	56 00	35 00	8,700 00	100 00	180 00	30 00	\$200 00	\$12 00	\$12 00	50 00	50 00
Hancock,	6-6	32 00	30 00	1,000 00	50 00	-	4 00	960 71	57 64	57 64	252 29	252 29
Hinsdale,	7-3	42 50	26 65	2,350 00	-	60 00	20 00	200 00	12 00	12 00	74 00	74 00
Lanesborough,	7-15	34 00	31 43	2,000 00	-	61 00	6 00	-	-	-	-	-
Lee,	9-6	61 40	42 93	7,100 00	25 00	123 00	12 00	-	-	-	-	-
Lenox,	7	45 00	32 00	3,700 00	100 00	100 00	6 00	-	-	-	-	-
Monterey,	6-15	27 50	24 25	800 00	248 00	50 00	5 00	1,734 18	104 05	104 05	153 52	153 52
Mt. Washington,	7	43 50	30 00	300 00	-	20 00	9 00	100 00	7 30	7 30	16 00	16 00
New Ashford,	7-15	25 00	18 00	114 00	-	-	5 00	-	-	-	20 00	20 00
New Marlboro',	6-3	35 50	24 55	2,500 00	74 75	158 75	12 00	5,458 77	327 52	327 52	324 32	324 32
Otis,	6	25 00	21 60	1,000 00	-	72 40	10 00	-	-	-	81 13	81 13
Peru,	6	23 20	25 00	800 00	21 50	4 00	7 00	370 50	22 23	22 23	37 42	37 42
Pittsfield,	9-15	127 00	36 00	27,267 16	-	1,500 00	80 00	\$1,500 00	-	-	-	-
Richmond,	7	40 50	30 00	800 00	-	12 00	11 00	-	-	-	-	-
Sandisfield,	6-10	38 90	21 25	1,500 00	440 00	71 75	6 00	1,290 00	77 40	77 40	70 02	70 02
Savoy,	6-5	38 34	26 00	800 00	260 00	35 00	8 00	1,297 00	77 82	77 82	-	-
Sheffield,	8-8	31 20	29 92	3,100 00	-	178 88	-	1,600 00	96 00	96 00	376 28	376 28
Stockbridge,	9-5	140 00	38 00	5,000 00	-	250 00	20 00	3,500 00	350 00	350 00	-	-
Tyringham,	7-5	30 00	28 50	600 00	-	-	6 00	-	-	-	-	-
Washington,	7-4	29 20	24 56	1,000 00	65 00	52 75	10 00	-	-	-	64 10	64 10
W. Stockbridge,	8-17	52 50	32 44	2,500 00	-	97 45	7 00	-	-	-	-	-
Williamstown,	9-4	60 00	35 68	5,200 00	-	75 00	15 00	-	-	-	-	-
Windsor,	6	30 00	20 00	900 00	54 00	25 50	7 50	-	-	-	-	-
Total,	-	\$47 21	\$29 49	\$118,851 16	\$1,497 75	\$3,861 02	\$521 25	\$1,500 00	\$18,486 16	\$1,327 61	\$1,827 27	\$1,827 27

BOARD OF EDUCATION.

BARNSTABLE COUNTY—CONCLUDED.

TOWNS.	HIGH SCHOOLS.						INCORP. ACADEMIES.			UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1876.	How much of said Fund was used for apparatus and books of reference.
	Number.	No. of Teachers.	No. of Scholars.	How supported.	Length.		Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.		
					Months.	Days.								
Barnstable,	1	2	44	Taxation,	9		1	1	—	1	1	—	\$300 79	\$75 00
Brewster,	1	1	—	—	—	—	1	1	—	1	1	—	248 00	—
Chatham,	1	1	37	Taxation,	9-10	—	—	—	—	—	—	—	295 84	—
Dennis,	1	1	51	Taxation,	9	—	—	—	—	—	—	—	277 92	26 00
Eastham,	1	1	—	—	—	—	—	—	—	—	—	—	230 07	—
Falmouth,	1	2	24	In part Tax,	9	—	1	90	\$60 00	—	—	—	228 99	—
Harwich,	1	1	43	Taxation,	7	—	—	—	—	—	—	—	283 14	—
Mashpee,	1	1	—	—	—	—	—	—	—	—	—	—	216 24	—
Orleans,	1	1	39	Taxation,	10	—	—	—	—	—	—	—	245 50	—
Provincetown,	1	2	45	Taxation,	10	—	—	—	—	—	—	—	312 03	57 50
Sandwich,	1	2	51	Taxation,	10	—	—	—	—	—	—	—	292 37	58 21
Truro,	1	1	—	—	—	—	—	—	—	—	—	—	249 72	40 00
Wellfleet,	1	1	42	Taxation,	10	—	—	—	—	—	—	—	282 61	—
Yarmouth,	1	1	—	In part Tax,	9	—	—	—	—	1	13	\$300 00	218 17	—
Total,	10	14	376	—	—	—	1	90	\$60 00	1	13	\$300 00	\$3,681 39	\$256 71

BERKSHIRE COUNTY—CONCLUDED.

Adams,	2	5	93	Taxation,	{ 9-15 } \$2,000 00		—	—	—	—	—	\$682 94	—
Alford,	—	—	—	—	{ 9-15 } 1,800 00		—	—	—	—	—	211 23	—

SCHOOL RETURNS.

vii

Becket,	-	-	-	-	-	-	-	-	50	\$115 00	\$266 77	\$11 00
Cheshire,	-	-	-	-	-	-	-	-	-	-	276 20	\$11 00
Clarksburg,	-	-	-	-	-	-	-	-	-	-	228 07	-
Dalton,	-	-	-	-	-	-	-	-	-	-	205 75	25 00
Egremont,	-	-	-	-	-	-	-	-	1	280 00	228 07	29 25
Florida,	-	-	-	-	-	-	-	-	-	-	542 10	24 00
Gt. Barrington,	3	84	Taxation,	9-15	\$1,600 00	-	-	-	2	400 00	272 25	-
Hancock,	1	32	Taxation,	5	305 00	-	-	-	-	-	228 12	-
Hinsdale,	1	1	-	-	-	-	-	-	1	350 00	280 21	10 00
Lanesborough,	-	-	-	-	-	-	-	-	1	-	266 17	-
Lee,	1	106	Taxa'n, {	10 } 1,575 00	-	-	-	-	2	360 00	305 22	-
Lenox,	1	50	Taxation,	10	1,200 00	-	-	-	1	700 00	220 41	150 00
Monterey,	-	-	-	-	-	-	-	-	1	150 00	234 49	-
Mt. Washington,	-	-	-	-	-	-	-	-	-	-	212 43	-
New Ashford,	-	-	-	-	-	-	-	-	-	-	207 02	-
New Marlboro',	-	-	-	-	-	-	23	\$630 00	-	-	274 80	9 00
Otis,	-	-	-	-	-	-	-	-	-	-	234 69	-
Peru,	-	-	-	-	-	-	-	-	-	-	222 25	-
Pittsfield,	1	3	Taxation,	10	2,000 00	-	-	-	3	-	482 27	100 00
Richmond,	-	-	-	-	-	-	-	-	1	3,500 00	247 71	50 00
Sandisfield,	-	-	-	-	-	-	-	-	-	-	243 90	-
Savoy,	-	-	-	-	-	-	-	-	-	-	226 26	-
Sheffield,	1	43	Taxation,	9-10	684 00	-	-	-	-	-	241 64	-
Stockbridge,	1	2	In part Tax,	9-15	1,450 00	-	-	-	1	100 00	224 60	-
Tyringham,	-	-	-	-	-	-	-	-	-	-	222 85	-
Washington,	-	-	-	-	-	-	-	-	-	-	239 90	-
W. Stockbridge,	-	-	-	-	-	-	-	-	1	200 00	283 41	72 72
Williamstown,	1	45	Taxation,	9-10	570 00	-	-	-	1	8,000 00	273 93	-
Windsor,	-	-	-	-	-	-	-	-	-	-	224 66	-
Total,	10	20	-	-	\$13,184 00	1	23	\$630 00	17	\$14,155 00	\$8,219 32	\$180 97

BRISTOL COUNTY.

T O W N S .	Population—State Census, 1875.	Valuation—1875.	No. of Schools.	Amount expended in 1875 for erecting School-houses.	Amount expended in 1875 for repairing School-houses.	No. of different Scholars in the Public Schools during the school year.	Avg. attendance in all the Pub. Schools during the school year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1875.	No. of different persons employed as Teachers in Pub. Sch'ls.		No. of Teachers from Normal Schools.	Aggregate length of Public Schools for the year, in months and days.
											Males.	Fem.		
Acushnet . .	1,059	\$623,980 00	6	\$3,362 58	\$15 40	192	136	1	25	190	2	8	4	56-5
Attleborough . .	9,224	4,027,974 00	33	-	1,800 00	1,686	1,382	29	131	1,501	5	43	8	283-10
Berkley . .	781	316,967 00	6	-	166 53	128	97	7	17	145	2	6	-	46-5
Dartmouth . .	3,434	1,909,515 00	21	358 25	-	674	548	19	64	507	10	23	1	156-5
Dighton . .	1,755	846,659 00	10	-	320 00	400	265	8	44	319	3	11	4	72
Easton . .	3,898	3,063,753 00	19	-	1,087 51	952	614	8	71	791	4	21	9	156-5
Fairhaven . .	2,768	1,608,404 00	11	-	-	522	389	10	72	365	2	16	5	97-5
Fall River . .	45,296	50,382,058 00	98	75,077 06	16,145 19	9,988	4,554	-	360	8,026	11	111	23	971-10
Freetown . .	1,396	770,047 00	8	-	60 00	266	185	6	63	223	1	9	3	61-5
Mansfield . .	2,656	1,187,158 00	10	-	200 00	469	345	10	62	490	1	17	1	82-5
New Bedford . .	25,871	27,528,048 00	66	108,000 00	3,567 46	3,799	3,134	-	295	4,002	7	97	14	650
Norton . .	1,595	875,357 00	8	-	687 11	294	185	3	33	283	4	10	-	60-14
Raynham . .	1,687	1,290,699 00	9	-	128 00	356	237	2	25	322	-	13	7	74
Rehoboth . .	1,827	820,551 00	15	-	350 00	376	232	6	43	324	1	20	2	104
Seekonk . .	1,167	641,638 00	8	-	102 41	245	166	14	27	207	1	9	1	63-10
Somerset . .	1,940	1,083,109 00	7	-	254 66	417	316	5	39	391	1	11	2	56
Swansea . .	1,308	702,963 00	10	-	100 00	275	149	7	35	230	4	11	3	70
Taunton . .	20,429	17,773,864 00	62	9,341 29	3,500 00	3,647	2,567	-	184	3,846	7	67	5	593
Westport . .	2,912	1,483,918 00	20	1,282 00	286 00	573	354	11	77	528	9	21	4	148-18
Total . .	131,003	\$117,536,662 00	427	\$127,421 18	\$28,770 27	25,259	15,855	146	1,667	22,690	75	524	96	9-18

SCHOOL RETURNS.

ix

DUKES COUNTY.

Chilmark, .	508	\$297,423 00	3	-	\$6 00	87	67	5	11	85	2	4	1	21
Edgartown, .	1,707	1,816,506 00	9	-	500 00	356	315	3	28	360	1	12	-	68
Gay Head, .	216	11,834 00	1	-	7 25	30	23	-	-	30	1	1	-	6
Gosnold, .	115	184,925 00	1	-	50 00	16	11	-	2	19	-	2	-	9
Tisbury, .	1,525	710,558 00	10	-	205 27	287	206	3	64	226	4	13	1	54
Total, .	4,071	\$3,021,246 00	24	-	\$768 52	756	622	11	105	720	8	32	2	6-12

BOARD OF EDUCATION.

BRISTOL COUNTY—CONTINUED.

T O W N S.	Average length as returned by Committee.	Average wages of Teachers per month, including the value of board.		Raised by taxes for Schools, including board, fuel, fires and school-rooms, for the school year 1875-76.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expenses of superintendence by School Committee, including the salary of Superintendent.	Expenses of printing Reports, etc.	Salary of Superintendent of Public Schools.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from local School Funds.	Income of Funds, appropriated to Public Schools at the option of the town, including tax on Dogs.
		Males.	Females.								
Aeushnet, .	9	\$50 00	\$30 25	\$1,800 00	—	\$85 00	\$15 00	—	—	\$756 00	\$110 04
Attleborough, .	8-12	80 00	40 00	15,300 00	—	845 00	35 00	—	—	—	—
Berkley, .	7-14	35 00	28 00	1,200 00	—	62 00	23 00	—	—	—	106 19
Dartmouth, .	7-9	39 26	26 38	4,500 00	—	155 00	50 00	—	—	—	359 28
Dighton, .	8	43 32	35 10	2,750 00	—	85 00	20 00	—	—	—	177 71
Easton, .	8-10	80 44	35 42	7,874 39	—	252 60	—	—	—	—	365 40
Fairhaven, .	8-17	95 00	36 00	6,000 00	—	297 00	30 00	—	—	—	181 56
Fall River, .	10	145 60	51 38	86,684 31	—	2,572 49	214 60	\$2,360 00	—	—	—
Freeport, .	8	50 00	36 48	1,800 00	—	90 00	10 00	—	—	—	149 10
Mansfield, .	8-5	100 00	31 72	4,500 00	—	160 00	25 00	150 00	1,000 00	60 00	—
New Bedford, .	10	163 57	50 65	65,371 63	—	2,500 00	106 00	2,500 00	50,000 00	3,000 00	833 32
Norton, .	8-4	41 00	35 88	2,000 00	—	90 00	22 00	—	—	—	284 45
Raynham, .	8-5	—	39 26	3,500 00	—	100 00	25 00	100 00	—	—	261 89
Rehoboth, .	6-19	36 00	33 24	3,200 00	—	80 00	30 00	—	—	—	307 56
Seekonk, .	7-19	28 00	30 28	2,000 00	—	66 00	14 00	—	3,100 00	186 00	—
Somerset, .	8	55 00	38 88	3,313 49	—	104 00	14 00	—	—	—	—
Swansea, .	7	45 75	30 61	2,344 84	—	65 00	20 00	65 00	—	—	—
Taunton, .	9-15	127 85	41 57	44,000 00	—	2,006 00	255 86	2,000 00	8,500 00	850 00	—
Westport, .	8	44 83	25 73	4,000 00	—	200 00	40 00	—	—	—	344 97
Total, .	—	\$70 03	\$35 62	\$262,138 66	—	\$9,809 09	\$949 46	\$7,175 00	\$75,200 00	\$4,852 00	\$3,629 47

SCHOOL RETURNS.

XI

DUKES COUNTY—CONTINUED.

Chilmark, . . .	6	\$35 00	\$31 50	\$500 00	-	\$45 00	\$6 50	-	-	-
Edgartown, . .	8-10	74 00	25 39	3,500 00	-	225 00	40 00	-	-	-
Gay Head, . .	6	45 00	17 00	90 00	-	16 35	3 50	-	-	-
Gosnold, . . .	9	-	26 00	170 00	-	-	3 00	-	-	-
Tisbury, . . .	6	41 46	22 71	2,000 00	-	89 41	15 00	-	-	-
Total, . . .	-	\$48 83	\$24 52	\$6,260 00	-	\$375 76	\$68 00	-	-	-

BOARD OF EDUCATION.

BRISTOL COUNTY—CONCLUDED.

T O W N S.	H I G H S C H O O L S.					I N C O R P . A C A D E M I E S.			U N I N C O R . A C A D E M I E S A N D P R I V A T E S C H O O L S.			Town's share of School-Fund, payable January 25, 1876.	How much of said Fund was used for apparatus and books of reference.	
	Number.	No. of Teachers.	No. of Scholars.	How supported.	Length. Months. Days.	Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.			Aggregate paid for Tuition.
Acushnet, .	1	1	1	-	10	-	1	-	-	1	-	-	\$244 51	\$20 00
Attleborough, .	2	4	114	Taxation,	10	\$1,200 00	-	-	-	-	-	-	410 61	114 64
Berkley, .	1	1	39	-	9	600 00	-	-	-	1	25	\$375 00	224 06	-
Dartmouth, .	1	1	42	Taxation,	9	1,200 00	-	-	-	-	-	-	247 05	17 12
Dighton, .	1	3	123	Taxation,	10	1,500 00	-	-	-	-	-	-	263 55	-
Fairhaven, .	1	5	220	Taxation,	10	2,800 00	-	-	-	-	-	-	307 82	86 70
Fall River, .	1	1	1	-	10	2,800 00	-	-	-	6	600	8,000 00	238 43	-
Freetown, .	1	1	45	Taxation,	9	900 00	-	-	-	-	-	-	246 12	-
Mansfield, .	1	10	225	Taxation,	10	2,000 00	1	60	\$6,250 00	18	216	3,800 00	248 05	40 00
New Bedford, .	1	1	1	-	-	-	1	118	7,830 00	-	-	-	-	-
Norton, .	1	1	1	-	-	-	-	-	-	-	-	-	245 31	-
Ravunham, .	1	1	1	-	-	-	-	-	-	-	-	-	209 15	10 00
Rehoboth, .	1	1	1	-	-	-	-	-	-	-	-	-	262 96	-
Seekonk, .	1	1	1	-	-	-	-	-	-	-	-	-	234 09	-
Somerset, .	1	1	1	-	-	-	-	-	-	-	-	-	271 99	-
Swansea, .	1	1	1	-	-	-	-	-	-	-	-	-	245 71	-
Taunton, .	1	4	176	Taxation,	10	1,600 00	1	80	2,720 00	2	136	1,360 00	-	-
Westport, .	1	1	35	Taxation,	9	700 00	1	-	-	2	55	165 00	247 25	-
Total, .	10	31	1,019	-	-	\$13,700 00	3	258	\$16,800 00	29	1,032	\$13,700 00	\$4,146 66	\$288 46

SCHOOL RETURNS.

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DUKES COUNTY—CONCLUDED.

Chilmark, .	-	1	2	-	55	-	Taxation,	-	9	-	\$666 00	-	-	-	-	-	\$217 85	-
Edgartown, .	-	1	2	-	55	-	-	-	9	-	\$666 00	-	-	-	-	-	270 17	\$20 00
Gay Head, .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	205 62	-
Goshold, .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	204 61	-
Tisbury, .	-	-	-	-	-	-	-	-	-	1	60	\$540 00	-	-	-	-	262 56	2 00
Total, .	-	1	2	2	55	-	-	-	-	1	60	\$666 00	\$540 00	-	-	-	\$1,160 81	\$22 00

ESSEX COUNTY.

TOWNS.	Population—State Census, 1875.	Valuation—1875.	No. of Schools.	Amount expended in 1875 for erecting School-houses.	Amount expended in 1875 for repairing School-houses.	No. of different Scholars in Public Schools during the school year.	Avg. attendance in all the Pub. Schools during the school year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1875.	No. of different persons employed as Teachers in Pub. Sch's.		No. of Teachers from Normal Schools.	Avg'te length of Public Schools for the year, in months and days.
											Males.	Fem.		
Amesbury, .	5,987	\$1,802,007 00	29	—	\$782 22	1,064	832	8	80	1,154	5	29	3	214-2
Andover, .	5,097	4,009,874 00	19	—	1,500 00	913	621	14	38	897	—	25	3	180
Beverly, .	7,263	8,931,663 00	25	—	1,047 00	1,370	1,017	1	138	1,447	2	32	3	273
Boxford, .	834	617,568 00	5	—	10 00	151	94	3	22	127	2	7	1	38-1
Bradford, .	2,347	1,423,243 00	8	—	125 00	446	276	—	60	408	2	10	1	78
Danvers, .	6,024	3,928,544 00	20	\$4,500 00	800 00	1,150	907	10	108	1,153	6	28	5	180
Essex, .	1,713	982,931 00	10	—	—	335	258	4	22	334	1	10	3	83-13
Georgetown, .	2,214	1,047,714 00	10	—	500 00	382	311	—	34	356	1	10	1	90
Gloucester, .	16,754	9,166,267 00	33	—	3,500 00	4,012	3,089	—	360	3,425	5	91	12	310
Groveland, .	2,084	874,441 00	6	—	300 00	345	258	—	7	376	—	7	—	54
Hamilton, .	797	543,936 00	4	—	443 75	150	105	3	20	135	3	5	2	31-15
Haverhill, .	14,628	10,984,538 00	54	—	6,280 00	2,840	2,044	15	272	2,598	7	58	6	540
Iswich, .	3,674	2,211,187 00	13	—	460 68	598	415	3	76	509	3	17	4	115-17
Lawrence, .	34,907	23,329,454 00	73	17,766 85	5,930 66	4,990	3,258	12	289	5,648	8	87	4	655
Lynn, .	32,600	27,713,391 00	59	—	2,405 01	5,433	4,212	—	388	5,836	7	119	33	604-15
Lynnfield, .	769	841,885 00	4	—	—	163	100	3	11	127	—	5	3	39
Manchester, .	1,560	1,830,385 00	8	—	50 00	318	235	3	39	262	1	10	3	71-5
Marblehead, .	7,677	4,247,711 00	21	—	1,501 00	1,633	1,171	—	98	1,545	2	24	6	215-5
Methuen, .	4,205	2,429,809 00	15	—	450 00	711	481	2	70	715	6	15	2	135
Middleton, .	1,092	475,582 00	5	—	17 60	210	150	2	25	226	1	7	5	44-10
Nahant, .	766	8,119,833 00	3	—	878 11	98	78	—	21	81	1	3	4	28
Newbury, .	1,426	1,062,203 00	7	—	400 00	193	136	9	7	225	1	10	—	61-5
Newburyport, .	13,323	7,975,814 00	22	—	1,472 90	2,142	1,441	—	143	2,603	7	36	4	236-10

SCHOOL RETURNS.

XV

[illegible]

* This footing includes the new town of Merrimac (\$968,845).

BOARD OF EDUCATION.

ESSEX COUNTY—CONTINUED.

TOWNS.	Average length as returned by Committee.	Average wages of Teachers per month, including the value of board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of rooms, and for the school year 1875-6.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expenses of superintendence by School Committee, including the salary of Superintendent.	Expenses of printing Reports, etc.	Salary of Superintendent of Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from local School Funds.	Income of Funds, appropriated to Public Schools at the option of the town, including tax on Dogs.
		Males.	Females.								
Amesbury.	7-10	\$96 41	\$29 12	\$10,000 00	—	\$300 00	\$80 00	—	\$151,258 00	—	\$254 57
Andover.	9-10	—	41 50	9,500 00	—	400 00	82 14	—	—	\$9,000 00	—
Beverly.	9-15	150 00	38 67	17,283 00	—	165 00	121 00	—	3,000 00	180 00	347 00
Boxford.	7-12	50 00	33 50	1,000 00	—	165 00	25 00	—	2,700 00	166 52	196 55
Bradford.	9-15	164 10	44 23	6,000 00	—	115 00	23 00	—	200,000 00	12,000 00	—
Danvers.	9	125 00	35 00	13,100 00	—	400 00	67 00	—	—	—	—
Essex.	8-7	60 00	29 12	3,000 00	—	167 75	20 50	—	—	—	346 75
Georgetown.	9	111 00	39 00	4,500 00	—	200 00	30 00	—	—	—	—
Gloucester.	9-10	124 00	38 90	40,500 00	—	2,500 00	325 00	\$2,000 00	—	—	154 88
Groveland.	9	—	38 68	2,433 00	—	130 00	20 00	—	—	—	732 03
Hamilton.	7-19	53 34	28 00	1,000 00	—	45 00	13 75	—	—	—	—
Haverhill.	10	132 85	55 40	47,700 00	—	1,025 00	350 00	—	—	—	80 85
Ipswich.	8-18	95 00	35 00	6,000 00	—	120 00	40 00	—	—	3,230 04	430 00
Lawrence.	10	166 66	53 91	61,714 41	—	3,000 00	255 00	3,000 00	37,473 75	—	252 42
Lynn.	10-5	183 74	58 10	84,921 96	—	1,014 55	345 00	—	—	—	—
Lynnfield.	9-15	—	37 00	1,500 00	—	75 00	26 44	—	—	—	93 79
Manchester.	9-6	84 21	29 28	3,000 00	—	225 00	40 00	—	—	—	—
Marblehead.	10-5	151 25	42 20	14,869 95	—	137 00	—	—	11,000 00	200 00	499 48
Methuen.	9	80 00	35 88	7,000 00	—	250 00	34 00	—	—	—	—
Middleton.	8-18	56 00	35 17	1,600 00	—	50 00	15 00	—	—	—	—
Nahant.	10	150 00	60 00	3,500 00	—	175 00	51 00	—	—	—	—
Newbury.	8-15	30 00	29 43	1,700 00	—	60 00	35 00	—	20,000 00	1,200 00	108 20
Newburyport.	10-15	133 33	37 70	20,258 59	—	—	175 00	—	65,000 00	3,900 00	—

SCHOOL RETURNS.

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North Andover,	9-9	\$97 00	\$42 00	\$8,000 00	-	\$300 00	\$12 00	-	\$200 00	\$12 00	-
Peabody,	10	160 00	50 59	24,700 00	-	430 50	100 00	-	6,000 00	420 00	\$586 60
Rockport,	8-10	60 00	33 34	5,309 00	-	308 00	31 00	-	-	-	-
Rowley,	8-10	150 00	27 34	1,561 26	-	100 00	32 00	\$100 00	-	-	106 65
Salem,	10-2	191 67	57 33	72,658 53	-	2,623 99	388 73	2,500 00	4,000 00	200 00	1,653 98
Salisbury,	9	83 00	39 00	7,000 00	-	325 00	50 00	300 00	-	-	157 26
Saugus,	9-15	102 56	38 83	6,500 00	-	175 00	80 00	-	-	-	-
Swampscott,	10-7	114 28	43 90	7,000 00	-	185 00	56 00	-	-	-	-
Topsfield,	8-5	55 00	35 67	1,500 00	-	50 00	25 00	-	-	-	128 63
Wenham,	8-10	-	36 00	1,500 00	-	90 00	16 00	-	-	-	-
West Newbury,	8	70 00	34 06	3,715 19	-	175 00	30 00	-	-	-	-
Total,	-	\$109 35	\$39 50	\$510,524 89	-	\$15,481 79	\$3,024 56	\$7,900 00	\$500,631 75	30,508 56	\$6,129 64

SCHOOL RETURNS.

xix

North Andover, .	1	2	34	Taxation, 10	\$1,200 00	-	-	-	-	-	-	-	\$248 66	-
Peabody, .	1	3	82	Taxation, 10	1,800 00	-	-	-	-	-	-	20	314 62	-
Rockport, .	1	2	23	Taxation, 9	600 00	-	-	-	-	-	-	-	305 41	-
Rowley, .	-	-	-	-	-	-	-	-	-	-	-	-	242 31	-
Salem, .	1	8	252	Taxation, 10-2	3,000 00	-	-	-	-	-	19	764	-	-
Salisbury, .	1	1	35	Taxation, 10	1,200 00	-	-	-	-	-	2	30	301 81	-
Saugus, .	1	2	35	Taxation, 10	1,000 00	-	-	-	-	-	-	-	252 46	-
Swampscott, .	-	-	-	-	-	-	-	-	-	-	1	23	225 81	\$110 00
Topsfield, .	-	-	-	-	-	-	-	-	-	-	-	-	247 12	-
Wenham, .	-	-	-	-	-	-	-	-	-	-	-	-	231 08	-
West Newbury, .	1	1	25	Taxation, 8	560 00	-	-	-	-	-	-	-	-	-
Total, .	26	74	2,021	-	\$88,260 00	6	544	\$24,826 00	44	2,526	\$21,630 10	\$8,449 72	\$415 01	

* Each.

BOARD OF EDUCATION.

FRANKLIN COUNTY.

TOWNS.	Population—State Census, 1875.	Valuation—1875.	No. of Schools.	Amount expended in 1875 for erecting School-houses.	Amount expended in 1875 for repairing School-houses.	No. of different Scholars in Public Schools during the school year.	Avg. attendance in all the Pub. Schools during the school year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1875.	No. of different persons employed as Teachers in Pub. Sch'ls.		No. of Teachers from Normal Schools.	Age't length of Public Schools for the year, in months and days.
											Males.	Fem.		
Ashfield, .	1,190	\$544,556 00	14	-	-	259	189	6	55	238	1	20	3	88-8
Barnardston, .	991	426,528 00	6	\$750 00	-	170	125	7	18	154	3	9	-	41-5
Buckland, .	1,921	593,489 00	10	-	\$76 55	464	301	13	30	384	1	16	2	69-7
Charlemont, .	1,029	356,808 00	8	-	50 00	193	134	6	44	153	3	14	1	49
Coleraine, .	1,699	695,501 00	15	-	776 58	402	261	9	62	328	4	22	1	97-10
Conway, .	1,452	836,555 00	13	-	371 67	308	208	1	42	276	4	15	4	85-18
Deerfield, .	3,414	1,710,340 00	18	-	400 00	685	575	9	73	643	2	38	7	149-3
Erving, .	794	346,218 00	5	-	-	156	113	8	21	149	1	9	2	49
Gill, .	673	502,043 00	6	400 00	50 00	117	89	9	16	99	1	9	-	39-15
Greenfield, .	3,540	3,300,622 00	17	-	1,122 30	600	451	3	64	694	2	23	3	142
Hawley, .	588	157,354 00	8	410 00	25 00	181	123	4	26	147	1	13	2	48
Heath, .	545	191,401 00	8	-	25 00	155	106	4	37	116	4	9	1	48
Leverett, .	821	333,626 00	6	-	-	145	103	5	15	125	-	9	2	43
Leyden, .	524	228,748 00	3	-	-	128	84	2	19	95	5	5	-	30-10
Monroe, .	190	43,214 00	5	165 00	-	46	33	1	4	41	-	4	-	18
Montague, .	3,380	2,100,063 00	16	-	300 00	611	405	8	70	586	4	17	1	121-10
New Salem, .	923	325,395 00	7	-	-	160	126	4	19	139	-	10	-	42
Northfield, .	1,641	757,180 00	12	-	-	327	246	3	39	319	4	17	-	78
Orange, .	2,497	1,584,615 00	16	-	82 00	368	315	8	49	392	4	22	5	104-15
Rowe, .	661	174,826 00	8	-	18 00	160	108	6	36	143	4	10	-	48
Shelburne, .	1,590	973,093 00	11	-	313 48	382	268	2	103	250	3	17	3	85
Shutesbury, .	558	166,806 00	7	-	115 00	148	94	5	23	105	-	12	-	44-5
Sunderland, .	860	482,846 00	6	-	80 00	209	144	3	35	162	-	11	1	45-3

SCHOOL RETURNS.

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HAMPDEN COUNTY.

Warwick, .	744	\$298,435 00	8	-	\$328 00	149	113	1	49	131	1	14	2	48
Wendell, .	503	171,910 00	5	-	60 50	95	57	5	8	81	1	8	-	27
Whately, .	958	820,401 00	6	-	95 00	190	138	7	16	191	1	9	1	47-15
Total, .	33,686	\$18,122,573 00	244	\$1,725 00	\$4,289 08	6,808	4,909	139	973	6,141	54	362	41	6-19

Agawam, .	2,248	\$1,277,089 00	10	-	\$51 50	425	266	5	30	386	2	14	2	74-5
Blandford, .	964	407,798 00	12	-	168 68	247	133	8	46	175	4	17	1	80-11
Brimfield, .	1,201	593,247 00	8	-	42 12	224	136	5	9	218	1	15	2	57-15
Chester, .	1,396	533,469 00	11	-	10 00	340	223	3	48	259	-	18	2	83-5
Chicopee, .	10,331	5,861,559 00	27	\$40,300 00	1,277 62	1,490	954	14	220	2,513	7	37	11	233
Granville, .	1,240	404,157 00	12	-	23 00	300	195	11	23	281	2	18	3	75-10
Holland, .	334	122,299 00	4	-	-	82	54	2	14	60	1	5	-	24
Holyoke, .	16,260	10,631,605 00	31	-	2,000 00	1,557	860	15	84	3,231	3	38	9	308-4
Longmeadow, .	1,467	1,417,694 00	11	-	873 59	270	189	5	42	267	1	16	-	89
Ludlow, .	1,222	548,863 00	10	-	-	249	171	11	33	225	2	13	1	68-5
Monson, .	3,733	1,441,257 00	17	-	280 00	620	447	20	53	649	6	23	-	127-10
Montgomery, .	304	141,298 00	5	-	-	70	50	5	5	60	-	6	2	30
Palmer, .	4,572	1,854,962 00	19	-	1,100 00	958	564	15	45	942	7	22	-	149-15
Russell, .	638	430,520 00	5	-	-	120	78	11	6	115	2	7	3	32-5
Southwick, .	1,114	635,669 00	10	-	10 00	279	166	12	57	173	2	14	1	80-1
Springfield, .	31,026	41,742,118 00	97	17,100 00	6,972 00	5,690	3,944	18	438	5,668	10	123	30	970
Tolland, .	452	236,400 00	7	-	-	80	63	5	12	87	2	7	2	38-5
Wales, .	1,020	429,799 00	6	-	30 29	168	104	7	11	162	-	8	1	42
Westfield, .	8,429	7,337,548 00	30	-	6,500 00	1,399	1,169	15	148	1,277	4	43	36	271
West Springfield, .	3,739	3,081,937 00	16	-	308 06	785	454	3	33	814	2	21	3	145
Wilbraham, .	2,575	964,845 00	14	-	-	356	256	10	30	405	7	18	2	107
Total, .	94,265	\$80,094,133 00	362	\$57,400 00	\$19,646 86	15,709	10,476	200	1,387	17,967	65	483	111	8-10

BOARD OF EDUCATION.

FRANKLIN COUNTY—CONTINUED.

T O W N S .	Average length as returned by Committee.	Average wages of Teachers per month, including the value of board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the school year 1875-76.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expenses of superintendence by School Committee, including the salary of Superintendent.	Expenses of printing Reports, etc.	Salary of Superintendent of Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from local School Funds.	Income of Funds, appropriated to Public Schools at the option of the town, including tax on Dogs.
		Males.	Females.								
Ashfield, .	6-9	\$32 00	\$26 92	\$1,500 00	\$480 00	\$95 00	\$6 15	-	\$900 00	\$40 00	\$50 43
Bernardston, .	6-18	34 67	31 71	1,000 00	-	87 50	11 00	-	10,716 67	1,250 17	-
Buckland, .	7-14	40 00	29 47	2,000 00	-	142 00	23 00	-	915 00	54 89	117 79
Charlemont, .	6-8	32 00	31 15	1,500 00	-	76 00	25 00	-	800 00	48 00	60 59
Coleraine, .	6-10	31 50	25 25	2,406 97	298 00	175 00	17 00	-	-	-	-
Conway, .	6-13	63 71	27 37	2,700 00	78 00	128 50	18 50	-	-	-	-
Deerfield, .	8-5	36 00	37 52	6,000 00	-	477 92	36 00	-	13,000 00	1,088 00	450 13
Erving, .	9-16	42 00	38 82	1,200 00	-	74 00	14 00	-	900 00	54 00	76 92
Gill, .	6-13	36 00	30 73	800 00	140 00	42 00	7 00	-	-	-	-
Greenfield, .	9	95 00	41 51	9,000 00	-	282 95	31 50	-	400 00	-	-
Hawley, .	6	36 37	26 50	1,200 00	-	54 00	20 00	-	-	24 00	-
Heath, .	6	37 25	22 58	1,200 00	8 00	55 00	13 00	\$55 00	-	-	-
Leverett, .	7-3	-	25 50	1,000 00	-	38 00	17 00	-	-	-	47 04
Leyden, .	6-2	29 20	21 80	700 00	72 00	39 00	8 00	-	-	-	-
Monroe, .	6	-	21 24	300 00	-	36 28	6 00	-	-	-	-
Montague, .	7-15	51 22	35 60	6,000 00	-	227 47	-	-	-	-	-
New Salem, .	6	-	24 86	1,000 00	-	92 50	18 00	-	10,000 00	700 00	30 57
Northfield, .	6-10	36 25	28 67	2,500 00	-	83 75	25 00	-	400 00	24 00	455 76
Orange, .	6-9	48 77	27 60	3,900 00	-	286 00	36 50	-	-	-	-
Rowe, .	6	30 00	23 82	900 00	-	46 00	6 00	-	200 00	12 00	33 00
Shelburne, .	7-14	71 00	37 20	3,500 00	83 00	75 00	25 00	-	-	-	70 46
Shutesbury, .	6-6	-	24 76	800 00	-	60 00	5 60	-	267 00	16 00	27 57
Sunderland, .	7-10	-	36 37	1,700 00	-	90 00	10 00	-	-	-	69 00

SCHOOL RETURNS.

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HAMPDEN COUNTY—CONTINUED.

		6	\$36 00	\$25 41	\$1,200 00	\$40 00	\$55 00	\$27 20	-	\$500 00	\$30 00	-
Warwick, . .	.	5-8	27 00	25 25	700 00	-	-	3 50	-	540 00	32 40	\$40 00
Wendell, . .	.	7-19	32 00	29 90	1,400 00	-	65 00	18 00	-	-	-	-
Whately, . .	.											
Total, . .	.	-	\$41 80	\$29 14	\$56,106 97	\$1,199 00	\$2,323 87	\$427 95	\$55 00	\$39,538 67	\$3,373 46	\$1,529 26

		8-5	\$70 00	\$45 08	\$4,000 00	\$16 00	\$111 25	\$10 00	-	-	\$150 00	\$82 32
Agawam, . .	.	6-15	25 25	18 38	1,200 00	931 50	38 00	16 00	-	\$2,500 00	4,100 00	-
Blandford, .	.	7-10	36 00	31 14	2,000 00	-	80 00	18 00	-	67,000 00	-	-
Brimfield, .	.	7-15	-	28 28	2,072 00	48 00	100 50	17 00	-	-	-	-
Chester, . .	.	9	151 00	46 00	23,975 00	-	600 00	50 00	-	-	-	-
Chicopee, . .	.	6-6	36 00	30 00	2,300 00	15 00	56 45	15 00	-	-	-	-
Granville, . .	.	6	26 00	23 15	400 00	-	38 00	6 00	-	222 22	13 33	23 06
Holland, . .	.	9-19	126 67	41 44	21,250 00	-	1,600 00	47 34	\$1,600 00	-	-	764 16
Holyoke, . .	.	8-2	60 00	35 90	3,600 00	-	148 25	15 00	-	731 00	51 17	120 01
Longmeadow, .	.	6-16	31 25	28 00	1,800 00	-	95 00	5 00	-	-	-	-
Ludlow, . .	.	7-10	30 00	30 75	4,800 00	-	296 72	10 00	-	25,500 00	2,000 00	496 03
Monson, . .	.	6	-	24 00	500 00	90 00	43 14	5 00	-	-	-	39 16
Montgomery, .	.	7-17	61 90	35 37	8,000 00	-	343 00	20 00	-	850 00	60 40	295 00
Palmer, . .	.	6-9	24 00	24 85	750 00	-	16 15	8 00	-	-	-	-
Russell, . .	.	8	57 68	28 45	1,000 00	-	131 12	28 00	-	15,618 01	1,086 06	99 55
Southwick, .	.	10	189 00	57 20	116,000 00	-	3,525 00	25 00	3,500 00	-	-	-
Springfield, .	.									-	-	-
Tolland, . .	.	5-9	30 00	21 10	500 00	245 00	30 00	5 00	-	-	-	29 64
Wales, . .	.	7	-	25 71	800 00	-	47 75	10 00	-	-	-	71 37
Westfield, . .	.	9-1	146 00	42 00	21,000 00	500 00	700 00	75 00	-	50,000 00	3,500 00	700 00
West Springfield,	.	9-2	100 00	39 06	7,800 00	-	230 00	31 50	-	14,647 54	866 00	268 28
Wilbraham, . .	.	7-13	31 50	31 00	3,200 00	-	196 24	20 00	-	1,705 00	102 31	501 40
Total, . .	.	-	\$68 46	\$32 71	\$226,947 00	\$1,845 50	\$8,426 57	\$436 84	\$5,100 00	\$178,773 77	\$11,929 27	\$3,489 98

BOARD OF EDUCATION.

FRANKLIN COUNTY—CONCLUDED.

[illegible]

SCHOOL RETURNS.

XXV

Warwick, .	-	-	-	-	-	-	-	-	-	-	-	\$225 67	-
Wendell, .	-	-	-	-	-	-	-	-	-	-	-	216 64	-
Whately, .	-	-	-	-	-	-	-	-	-	-	1	240 11	-
Total, .	8	14	388	-	-	\$6,652 00	4	228	\$2,857 00	6	147	\$1,529 00	\$214 90

HAMPDEN COUNTY—CONCLUDED.

Agawam, .	-	-	-	-	-	-	-	-	-	-	-	\$236 00	-
Blandford, .	-	-	-	-	-	-	-	-	-	-	-	242 11	-
Brimfield, .	1	5	83	10-5	\$1,500 00	-	-	-	-	-	-	248 51	-
Chester, .	-	-	-	-	-	-	-	-	-	-	-	249 51	-
Chicopee, .	2	5	99	{ 10 10	2,000 00 1,500 00	-	-	-	-	2	700	\$250 00	\$103 77
Granville, .	-	-	-	-	-	-	-	-	-	-	-	415 11	24 00
Holland, .	-	-	-	-	-	-	-	-	-	-	-	264 36	-
Holyoke, .	1	3	74	10	1,600 00	-	-	-	-	3	1,122	214 25	179 95
Longmeadow, .	-	-	-	-	-	-	-	-	-	-	-	467 44	-
Ludlow, .	-	-	-	-	-	-	-	-	-	-	-	205 51	-
Monson, .	1	4	41	10	1,500 00	-	1	140	\$1,905 00	1	35	242 30	-
Montgomery, .	-	-	-	-	-	-	-	-	-	-	-	260 69	-
Palmert, .	1	1	31	9	815 00	-	-	-	-	2	50	212 85	-
Russell, .	-	-	-	-	-	-	-	-	-	-	-	336 29	-
Southwick, .	-	-	-	-	-	-	-	-	-	-	-	232 68	-
Springfield, .	1	9	304	10	3,000 00	-	-	-	-	10	200	236 50	18 03
Tolland, .	-	-	-	-	-	-	-	-	-	-	-	-	-
Wales, .	-	-	-	-	-	-	-	-	-	-	-	219 65	-
Westfield, .	1	5	125	10	2,000 00	-	-	-	-	1	15	231 68	-
West Springfield, .	1	1	29	10	1,000 00	-	-	-	-	2	40	246 65	-
Wilbraham, .	-	-	-	-	-	-	1	475	12,000 00	1	18	281 95	-
Total, .	9	33	786	-	\$14,915 00	-	2	615	\$13,905 00	23	2,204	\$17,105 00	\$325 75

HAMPSHIRE COUNTY.

T O W N S.	Population—State Cens. 1875.	Valuation—1875.	No. of Schools.	Amount expended in 1875 for erecting School-houses.	Amount expended in 1875 for repairing School-houses.	No. of different Scholars in Public Schools dur- ing the school year.	Avg. attendance in all the Pub. Schools dur- ing the school year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age, May 1, 1875.	No. of persons employed as Teachers in Pub. Sch'ls.		No. of Teachers from Normal Schools.	Age-length of Public Schools for the year, in months and days.
											Males.	Fem.		
Amherst, .	3,937	\$2,588,314 00	18	-	\$94 37	703	559	5	113	675	4	25	1	135
Belchertown, .	2,315	1,069,399 00	17	\$400 00	215 00	548	367	13	82	453	7	22	2	134-10
Chesterfield, .	746	320,022 00	9	-	-	168	119	5	25	159	2	9	1	59
Cummington, .	916	428,422 00	10	-	-	203	152	3	26	164	2	12	2	62-10
Easthampton, .	3,964	2,623,493 00	16	-	500 00	861	477	5	104	864	-	21	4	137-5
Enfield, .	1,065	772,795 00	8	-	116 80	185	143	5	15	181	2	10	-	51-3
Goshen, .	349	124,888 00	4	-	24 00	95	58	-	17	66	2	5	1	25-15
Granby, .	812	518,965 00	9	-	9 00	163	148	8	19	153	1	11	4	61-5
Greenwich, .	606	307,347 00	7	-	67 69	99	80	2	24	95	1	8	5	39
Hadley, .	2,125	1,473,127 00	13	-	401 96	509	313	22	16	433	1	17	7	102-10
Hatfield, .	1,600	1,323,563 00	7	5,000 00	27 00	299	210	9	18	311	-	9	-	64-18
Huntington, .	1,095	519,007 00	7	-	659 57	229	138	6	34	192	-	11	1	62-10
Middlefield, .	603	386,722 00	9	-	25 00	176	108	6	8	134	2	13	2	56-5
Northampton, .	11,108	7,857,455 00	49	7,000 00	1,100 00	2,121	1,529	21	243	2,212	4	49	10	465
Pelham, .	633	160,807 00	4	-	53 43	145	112	2	17	126	-	6	-	30
Plainfield, .	481	216,125 00	6	-	340 34	101	69	2	-	75	-	6	-	36
Prescott, .	493	195,385 00	10	-	-	102	72	-	21	95	4	6	-	30
South Hadley, .	3,370	1,921,344 00	13	-	323 00	742	485	7	66	588	4	20	2	126-15
Southampton, .	1,050	497,224 00	8	-	206 68	216	132	5	34	179	3	15	4	63-3
Ware, .	4,142	1,926,153 00	20	4,212 99	78 26	925	590	7	81	976	4	20	1	145
Westhampton, .	556	294,347 00	5	-	18 75	131	80	5	18	160	1	8	-	34-10

SCHOOL RETURNS.

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Williamsburg,	2,029	\$1,378,175 00	13	-	-	488	325	5	53	519	2	13	-	104
Worthington,	818	342,834 00	11	-	\$79 43	158	115	3	42	151	3	17	1	73-10
Total, .	44,813	\$27,245,863 00	273	\$16,612 99	\$4,340 28	9,367	6,381	146	1,076	8,961	52	333	48	7-14

BOARD OF EDUCATION.

HAMPSHIRE COUNTY—CONTINUED.

T O W N S .	Average length as returned by Committee.	Average wages of Teachers per month, including the value of board.		Raised by taxes for Schools, including wages of Teachers, fuel, care of board, and school-rooms, for the school year 1875-6.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expenses of superintendence by School Committee, including the salary of Superintendent.	Expenses of printing Reports, etc.	Salary of Superintendent of Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from local School Funds.	Income of Funds, appropriated to Public Schools at the option of the town, including tax on Dogs.
		Males.	Females.								
Anherst, .	7-10	\$78 28	\$41 43	\$8,500 00	-	\$500 00	\$80 00	-	\$5,000 00	\$300 00	\$140 93
Belchertown, .	7-18	43 42	27 28	3,000 00	-	300 00	32 50	-	-	-	237 19
Chesterfield, .	6-11	35 00	22 28	900 00	\$410 00	50 00	10 00	-	1,100 00	77 00	50 96
Cummington, .	6-5	36 67	27 18	1,300 00	448 00	52 50	12 00	-	-	-	42 10
Easthampton, .	9-3	-	41 14	7,500 00	400 00	200 00	10 00	-	90,000 00	7,342 00	-
Enfield, .	6-8	40 00	27 56	1,500 00	-	59 50	-	-	-	-	70 00
Goshen, .	5-10	27 00	23 68	450 00	222 25	32 00	11 00	-	-	-	-
Granby, .	6-16	50 00	29 00	1,500 00	-	84 00	15 00	-	-	-	64 00
Greenwich, .	6	30 00	26 50	1,000 00	-	110 45	15 00	-	500 00	30 00	-
Hadley, .	8-7	28 00	30 84	3,500 00	-	110 45	35 00	-	34,466 50	2,621 22	-
Hatfield, .	9-5	-	36 25	2,000 00	-	57 00	20 00	-	65,000 00	4,250 00	86 70
Huntington, .	8-19	40 00	31 14	2,000 00	-	150 00	8 25	-	-	-	84 20
Middlefield, .	7	25 00	25 20	1,150 00	-	67 35	9 00	-	-	-	139 23
Northampton, .	9	140 00	40 00	28,000 00	-	1,600 00	-	\$1,600 00	2,906 87	-	188 21
Pelham, .	7-10	-	29 84	900 00	-	75 00	15 50	-	-	-	52 81
Plainfield, .	6	42 00	19 83	600 00	-	65 65	11 00	-	-	-	25 69
Prescott, .	6	27 40	21 00	600 00	-	27 50	15 00	-	-	-	26 27
South Hadley, .	9-15	98 00	38 00	9,000 00	-	60 00	21 00	-	2,000 00	120 00	189 00
Southampton, .	7-19	29 00	27 50	1,800 00	-	71 00	10 00	-	1,850 00	129 50	319 21
Ware, .	7-5	70 22	32 70	8,109 90	-	338 63	38 00	-	-	-	218 54
Westhampton, .	6-9	26-66	25 66	1,100 00	36 00	50 00	12 00	-	-	-	49 58

SCHOOL RETURNS.

xxix

Williamsburg,	8	\$62 00	\$36 00	\$2,500 00	-	\$205 50	\$15 00	-	\$21,000 00	\$1,900 00	\$123 09
Worthington,	6-10	28 00	23 36	700 00	\$585 00	75 25	10 20	-	2,000 00	144 00	218 87
Total, . .	-	\$47 83	\$29 71	\$87,609 90	\$2,101 25	\$4,281 33	\$405 45	\$1,600 00	\$225,823 37	\$16,913 72	\$2,326 58

BOARD OF EDUCATION.

HAMPSHIRE COUNTY—CONCLUDED.

TOWNS.	HIGH SCHOOLS.						INCRP. ACADEMIES.			UNINCOR. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1876.	How much of said Fund was used for apparatus and books of reference.	
	Number.	No. of Teachers.	No. of Scholars.	How supported.	LENGTH.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.			Aggregate paid for Tuition.
					Months.	Days.									
Amherst.	1	3	71	Taxation,	9		\$1,300 00	-	-	-	2	40	\$450 00	\$288 55	-
Belchertown,	1	1	38	Taxation,	9-10		1,000 00	-	-	-	-	-	-	293 03	\$33 00
Chesterfield,	-	-	-	-	-		-	-	-	-	1	17	160 00	229 48	-
Cummingtown,	-	-	-	-	-		-	-	-	-	-	-	-	235 90	-
Easthampton,	1	1	46	Taxation,	10-3		900 00	1	178	\$12,605 10	-	-	-	313 80	9 50
Enfield,	-	-	-	-	-		-	-	-	-	-	-	-	233 68	-
Goshen,	-	-	-	-	-		-	-	-	-	-	-	-	214 64	-
Granby,	-	-	-	-	-		-	-	-	-	-	-	-	228 88	-
Greenwich,	-	-	-	-	-		-	-	-	-	-	-	-	219 45	-
Hadley,	1	2	58	Not by Tax,	10		1,000 00	1	75	4 12	1	10	1,000 00	236 82	-
Hartford,	-	-	-	-	-		-	1	77	589 94	-	-	-	210 95	-
Huntington,	-	-	-	-	-		-	-	-	-	1	15	180 00	228 28	-
Middlefield,	1	1	30	In part Tax,	3		200 00	-	-	-	-	-	-	231 28	-
Northampton,	1	4	130	Taxation,	10		2,000 00	-	-	-	3	40	1,050 00	444 57	40 00
Pelham,	-	-	-	-	-		-	-	-	-	-	-	-	223 46	-
Plainfield,	-	-	-	-	-		-	-	-	-	-	-	-	216 65	-
Prescott,	-	-	-	-	-		-	-	-	-	2	25	75 00	219 05	-
South Hadley,	2	4	119	Taxation,	{ 9-15 9-15		1,500 00 1,000 00	1	250	2,500 00	-	-	-	273 32	-
Southampton,	1	1	30	Taxation,	6		275 00	-	-	-	-	-	-	237 50	-
Ware,	1	2	34	Taxation,	10		1,200 00	-	-	-	-	-	-	333 28	83 32
Westhampton,	-	-	-	-	-		-	-	-	-	-	-	-	230 48	-

83 32

SCHOOL RETURNS.

xxxi

Williamsburg,	.	2	3	91	Taxation,	{ 8	\$750 00	-	-	-	-	-	\$253 90	\$50 00
Worthington,	.	-	-	-	-	{ 9	450 00	-	-	-	-	-	232 08	-
Total,	.	12	22	643	-	-	\$11,575 00	4	580	\$15,699 16	10	147	\$5,775 03	\$215 82

MIDDLESEX COUNTY.

TOWNS.	Population—State Census, 1875.	Valuation—1875.	No. of Schools.	Amount expended in 1875 for erecting School-houses.	Amount expended in 1875 for repairing School-houses.	No. of different Scholars in Public Schools during the school year.	Avg. attendance in all the Pub. Schools during the school year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1875.	No. of different persons employed as Teachers in Pub. Schls.		No. of Teachers from Normal Schools.	Agg'te length of Public Schools for the year, in months and days.
											Males.	Fem.		
Acton, .	1,708	\$1,325,424 00	9	—	\$99 49	320	249	9	70	285	1	12	1	69-10
Arlington, .	3,906	6,377,689 00	18	—	674 50	691	592	—	60	707	4	17	4	182
Ashby, .	962	545,364 00	9	—	19 57	214	154	4	52	167	2	11	—	56-9
Ashland, .	2,211	1,468,016 00	12	—	380 91	414	361	—	57	448	2	18	3	102-5
Ayer, .	1,866	1,092,883 00	8	—	37 00	398	322	10	38	347	1	10	2	64
Bedford, .	896	760,901 00	6	—	100 00	150	112	4	22	135	2	11	2	54
Belmont, .	1,937	4,305,961 00	8	—	652 52	378	320	1	31	363	1	11	3	80
Billerica, .	1,881	1,771,662 00	10	—	50 00	317	248	6	18	354	—	14	5	89-9
Boxborough, .	318	271,701 00	4	—	380 65	85	57	2	22	63	—	8	1	26
Burlington, .	650	530,794 00	5	—	23 27	97	86	2	20	91	1	5	—	39-10
Cambridge, .	47,832	66,081,126 00	28	\$83,483 89	20,200 97	9,411	6,527	—	827	8,128	13	188	66	280
Carlisle, .	548	381,350 00	5	—	50 00	84	72	2	5	81	—	9	—	30-10
Chelmsford, .	2,372	1,504,912 00	13	—	80 89	561	349	6	89	491	1	17	8	105-18
Concord, .	2,676	3,157,531 00	13	—	400 00	466	354	10	57	500	2	16	—	130
Dracut, .	1,116	1,045,853 00	10	—	—	254	165	4	38	216	3	15	5	70
Dunstable, .	452	340,832 00	5	—	—	98	62	1	21	89	—	7	2	27-20
Everett, .	3,651	4,380,269 00	13	—	3,244 00	633	475	—	12	680	2	14	—	132
Frammingham, .	5,167	4,845,885 00	23	—	900 00	1,154	823	12	109	929	2	29	—	197
Groton, .	1,908	2,306,032 00	13	—	512 00	493	327	9	70	447	3	15	2	104-7
Holliston, .	3,399	1,863,695 00	16	—	110 62	717	487	19	51	543	1	24	4	125-19
Hopkinton, .	4,503	2,319,537 00	23	—	1,121 78	1,115	839	19	100	1,083	3	31	5	189-1
Hudson, .	3,493	1,687,492 00	14	—	—	777	620	10	64	770	1	18	—	105-10
Lexington, .	2,505	3,067,692 00	12	—	526 64	576	383	11	56	522	4	16	4	118-4

SCHOOL RETURNS.

xxxiii

	834	\$881,382 00	5	-	\$73 35	158	100	-	12	140	-	6	-	41-5
Lincoln, .	950	775,066 00	8	-	-	263	187	5	87	177	1	11	1	59-3
Littleton, .	49,677	39,300,500 00	70	\$34,497 73	7,815 03	7,858	5,116	9	351	7,344	14	126	45	682-5
Lowell, .	10,843	9,731,455 00	41	90,000 00	5,300 00	2,411	1,761	-	227	1,936	4	49	20	409-2
Malden, .	8,424	3,285,860 00	33	-	436 85	2,121	1,485	36	227	2,018	7	45	8	303
Marlborough, .	1,965	1,336,342 00	6	-	66 50	481	267	4	40	350	5	6	4	57
Maynard, .	6,627	9,736,661 00	19	-	2,087 00	1,191	962	-	113	1,149	7	26	5	190
Medford, .	3,990	4,473,067 00	14	-	678 70	788	668	-	92	855	2	15	5	140
Melrose, .	7,419	3,708,110 00	28	-	512 60	1,505	1,122	9	45	1,461	3	39	15	235-15
Natick, .	16,105	30,867,560 00	65	24,880 19	-	3,154	2,371	13	304	2,845	8	80	29	160
Newton, .	979	449,198 00	6	-	85 00	182	136	7	22	181	-	9	4	48
North Reading, .	1,924	1,457,142 00	10	-	460 00	394	250	5	61	355	-	8	2	73-5
Pepperell, .	3,186	2,377,630 00	14	-	1,400 00	607	471	4	95	537	1	19	6	126-10
Reading, .	999	927,158 00	6	-	43 88	163	109	3	6	169	-	9	1	50-12
Sherborn, .	1,352	975,348 00	7	-	275 52	250	204	3	34	256	4	7	4	53
Shirley, .	21,868	29,334,350 00	77	-	8,355 00	4,720	3,276	-	311	3,685	8	78	12	748
Somerville, .	4,984	3,129,181 00	19	-	430 31	1,007	839	1	77	901	1	22	8	172-17
Stoneham, .	1,022	714,050 00	6	-	24 85	211	160	2	31	193	1	10	3	51-10
Stow, .	1,177	1,043,080 00	8	-	50 00	247	169	4	59	205	1	7	1	63-13
Sudbury, .	1,197	929,408 00	7	-	531 91	215	128	3	10	195	-	10	3	65
Tewksbury, .	2,196	776,758 00	15	-	1,125 41	453	392	8	71	361	6	15	2	84
Townsend, .	665	309,502 00	8	-	1 00	150	111	9	14	96	2	8	1	44-7
Tyngsborough, .	5,349	4,706,056 00	17	-	1,000 00	966	740	4	64	1,013	1	21	-	170
Wakefield, .	9,945	10,257,698 00	30	-	695 30	1,869	1,399	5	179	1,692	7	37	8	280-11
Waltham, .	5,099	8,170,369 00	16	-	1,294 53	875	673	3	60	882	7	20	5	158
Watertown, .	1,766	1,131,363 00	9	-	700 00	286	216	4	20	280	-	14	4	78-5
Wayland, .	1,933	1,115,088 00	11	5,520 00	30 00	385	229	27	45	340	2	14	2	83
Westford, .	1,282	1,737,649 00	7	-	69 26	178	145	3	13	185	1	8	2	64-15
Weston, .	879	542,091 00	6	1,508 04	-	165	132	3	20	142	-	7	-	42-15
Wilmington, .	3,099	4,781,527 00	13	11,604 00	1,500 00	593	510	3	76	575	3	22	6	115
Winchester, .	9,568	8,767,630 00	37	8,000 00	1,500 00	1,977	1,498	-	124	2,122	8	43	-	356
Woburn, .														
Total, .	284,072	\$299,160,880 00	895	\$209,493 85	\$66,056 81	55,226	39,810	318	4,779	50,079	158	1,309	323	8-9

MIDDLESEX COUNTY—CONTINUED.

T O W N S .	Average length as returned by Committee.	Average wages of Teachers per month, including the value of board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the school year 1875-6.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expenses of superintendence by School Committee, including the salary of Superintendent.	Expenses of printing Reports, etc.	Salary of Superintendent of Public Schools.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from local School Funds.	Income of Funds, appropriated to Public Schools at the option of the town, including tax on Dogs.
		Males.	Females.								
Acton,	7-14	\$40 00	\$35 83	\$2,500 00	—	\$90 00	\$30 00	\$90 00	—	\$321 24	\$190 08
Arlington,	10-5	170 73	55 09	22,500 00	—	37 00	—	—	—	—	—
Ashby,	6-6	29 50	28 54	1,500 00	—	50 00	8 50	50 00	—	—	66 00
Ashland,	8-10	126 25	36 00	4,350 00	—	222 50	28 00	—	—	—	396 72
Ayer,	8	120 00	39 00	3,500 00	—	163 91	44 00	—	—	—	—
Bedford,	9	60 00	32 00	1,700 00	—	80 00	25 00	—	—	—	108 00
Belmont,	10	160 00	49 80	8,000 00	—	350 00	45 00	—	—	—	—
Billerica,	8-19	—	33 46	3,000 00	—	197 00	25 00	—	21,000 00	1,400 00	—
Boxborough,	6-10	—	36 00	1,019 11	—	32 00	12 50	—	—	—	—
Burlington,	7-18	56 00	28 00	1,100 00	—	60 00	18 67	—	—	—	—
Cambridge,	10	255 38	72 32	181,504 47	—	3,450 00	500 00	3,000 00	10,000 00	958 93	—
Carlisle,	6-2	—	28 56	800 00	—	55 75	20 00	—	500 00	30 00	77 18
Chelmsford,	8-3	90 00	36 79	5,500 00	—	270 50	65 00	—	—	—	292 03
Concord,	10	140 00	41 75	8,500 00	—	250 00	50 00	200 00	1,500 00	95 92	70 00
Dracut,	7-8	34 00	33 00	2,400 00	—	225 00	33 75	—	—	—	258 78
Dunstable,	6	—	30 66	1,000 00	—	25 00	6 00	—	—	—	—
Everett,	10-7	133 33	51 00	11,458 33	—	325 00	—	—	—	—	385 92
Frammingham,	8-17	142 50	47 12	15,000 00	—	700 00	100 00	700 00	1,258 94	75 54	363 95
Groton,	8	56 96	36 50*	5,300 00	—	255 00	83 00	—	37,620 00	2,627 00	—
Holliston,	7-17	100 00	34 88	6,300 00	—	300 00	43 25	300 00	—	—	283 29
Hopkinton,	8-4	113 13	40 22	10,000 00	—	270 00	65 00	—	5,673 00	300 00	439 47
Hudson,	8-5	120 00	41 55	7,000 00	—	216 00	40 00	—	—	—	180 00
Lexington,	9-17	130 00	50 00	10,750 00	—	300 00	50 00	—	—	—	—

SCHOOL RETURNS.

XXXV

Lincoln,	8-5	-	\$40 40	\$2,200 00	-	\$25 00	\$17 00	-	\$1,209 21	\$77 73	\$90 63
Littleton,	7-10	\$66 67	35 48	2,100 00	-	92 00	34 50	-	2,140 00	149 80	123 69
L. well,	9-15	171 44	57 92	110,625 00	-	2,300 00	406 33	-	-	-	-
Malden,	10	180 00	56 88	35,000 00	-	950 00	78 00	-	-	-	-
Marlborough,	9-4	97 43	40 00	19,000 00	-	600 00	117 40	-	2,400 00	20 00	186 62
Maynard,	9-10	61 79	40 00	3,200 00	-	95 00	29 24	-	-	-	-
Medford,	10	165 00	58 00	26,621 00	-	1,100 00	50 00	-	-	-	-
Melrose,	10	198 00	63 00	14,414 48	-	375 00	10 00	-	-	-	-
Natick,	8-8	118 90	38 73	14,000 00	-	600 00	121 00	-	-	-	-
Newton,	10	218 75	75 83	81,566 47	-	3,000 00	480 00	-	-	-	1,185 60
North Reading,	8	-	34 00	1,800 00	-	99 75	15 00	-	-	-	-
Pepperell,	7-7	53 90	32 28	3,700 00	-	130 00	28 00	-	-	-	500 00
Reading,	9-15	184 62	42 50	9,426 61	-	-	35 00	-	-	-	-
Sherborn,	8-8	-	34 22	2,000 00	-	124 25	33 00	-	20,000 00	1,350 00	72 96
Shirley,	7-11	47 91	32 60	3,000 00	-	144 35	27 00	-	8,190 52	491 43	101 38
Somerville,	10	191 42	65 00	70,959 00	-	2,500 00	-	-	-	-	-
Stonham,	9-1	210 53	49 75	14,500 00	-	600 00	75 00	-	-	-	-
Stow,	8-10	64 00	36 62	1,900 00	-	100 00	25 00	-	9,600 00	547 00	97 34
Sudbury,	8	80 00	37 44	3,000 00	-	150 00	20 00	-	300 00	18 00	112 00
Tewksbury,	9-5	-	36 75	2,200 00	-	150 00	20 00	-	-	-	141 12
Townsend,	6	48 25	35 50	3,375 00	-	170 00	25 00	-	3,034 00	188 30	-
Tyngsborough,	6	62 50	26 33	1,050 00	-	81 00	10 00	-	-	-	-
Wakefield,	10	175 00	46 31	12,500 00	-	200 00	40 00	-	-	-	-
Waltham,	9-7	153 33	51 06	28,239 30	-	541 00	45 00	-	-	-	471 10
Watertown,	9-15	98 26	43 51	23,480 00	-	300 00	-	-	-	-	-
Wayland,	8-13	-	33 67	3,150 00	-	130 00	19 25	-	200 00	12 00	117 00
Westford,	8	36 00	33 50	3,000 00	-	175 00	30 00	-	34,000 00	2,000 00	-
Weston,	9-5	122 22	33 33	3,703 00	-	150 00	17 00	-	-	-	-
Wilmington,	7-3	-	35 86	1,550 00	-	50 00	50 00	-	-	-	99 75
Winchester,	8	171 50	55 00	11,202 00	-	400 00	30 00	-	-	-	-
Woburn,	9-13	120 00	47 50	31,000 00	-	1,800 00	112 00	-	12,000 00	960 00	-
Total,	-	\$117 62	\$41 97	\$858,143 77	-	\$25,057 01	\$3,292 39	\$15,482 00	\$176,009 67	11,622 89	\$6,410 61

BOARD OF EDUCATION.

MIDDLESEX COUNTY—CONCLUDED.

[illegible]

SCHOOL RETURNS.

xxxvii

Lexington, .	1	3	57	Taxation, 10	\$2,000 00	1	—	—	1	20	\$1,000 00	\$243 24	—
Lincoln, .	1	1	30	Taxation, 8-5	577 50	—	—	—	—	—	—	229 08	—
Littleton, .	1	1	36	Not by Tax, 3	200 00	—	—	—	—	—	—	241 70	—
Lowell, .	1	10	281	Taxation, 9-15	2,500 00	1	60	\$855 75	2	550	3,300 00	—	—
Malden, .	1	5	136	Taxation, 10	2,200 00	—	—	—	5	150	1,000 00	358 35	—
Marlborough, .	1	1	3	Taxation, 10	1,800 00	—	—	—	—	—	—	504 26	—
Maynard, .	1	1	50	Taxation, 9-10	728 25	—	—	—	—	—	—	221 57	\$10 00
Medford, .	1	1	3	Taxation, 10	1,800 00	—	—	—	—	—	—	238 42	—
Melrose, .	1	1	74	Taxation, 10	1,800 00	—	—	—	—	—	—	252 21	—
Natick, .	1	2	51	Taxation, 9-10	1,150 00	—	—	—	3	25	401 50	377 93	10 00
Newton, .	1	7	220	Taxation, 10	3,000 00	2	208	12,550 00	4	—	—	—	—
North Reading, .	1	1	25	Taxation, 8	384 00	—	—	—	—	—	—	232 08	17 55
Pepperell, .	1	1	34	Taxation, 6	540 00	—	—	—	—	10	150 00	255 26	—
Reading, .	1	2	76	Taxation, 9-15	1,800 00	1	67	520 00	—	—	—	234 49	60 00
Sherborn, .	—	—	—	—	—	—	—	—	—	—	—	253 54	71 79
Shirley, .	—	—	—	—	—	—	—	—	—	—	—	—	—
Somerville, .	1	6	210	Taxation, 10	2,400 00	—	—	—	1	40	301 00	270 65	18 00
Stoneham, .	1	3	62	Taxation, 9-10	2,000 00	—	—	—	—	—	—	237 50	—
Stow, .	1	1	49	In part Tax, 6-10	408 00	—	—	—	—	—	—	247 52	80 50
Sudbury, .	—	—	—	—	—	—	—	—	—	—	—	237 50	—
Tewksbury, .	—	—	—	—	—	—	—	—	—	—	—	—	—
Townsend, .	1	1	56	Taxation, 3	210 00	—	—	—	2	75	200 00	220 18	20 00
Tyngsborough, .	1	1	40	In part Tax, 3-10	297 50	—	—	—	1	—	36 00	217 65	—
Wakefield, .	1	2	—	Taxation, 10	1,750 00	—	—	—	1	20	—	298 99	—
Waltham, .	1	4	109	Taxation, 9-13	2,500 00	1	60	3,500 00	2	40	1,000 00	—	—
Watertown, .	1	5	49	Taxation, 9-15	2,000 00	—	—	—	—	—	—	169 42	—
Wayland, .	—	—	—	—	—	—	—	—	—	—	—	202 72	30 00
Westford, .	—	—	—	—	—	—	—	—	—	—	—	216 17	—
Weston, .	1	2	48	Taxation, 9-10	1,100 00	—	80	926 00	1	7	100 00	188 50	106 97
Wilmington, .	1	1	30	Taxation, 9	432 00	—	—	—	—	—	—	230 08	—
Winchester, .	1	3	67	Taxation, 10	1,800 00	—	—	—	2	18	—	211 89	100 00
Woburn, .	1	4	94	Taxation, 10	2,000 00	1	35	2,500 00	1	40	400 00	444 36	—
Total, .	40	114	3,041	—	\$58,447 00	10	750	\$22,707 75	51	1,975	\$45,562 50	\$12,199 18	\$753 88

NANTUCKET COUNTY.

TOWNS.	Population—State Census, 1875.	Valuation—1875.	No. of Schools.	Amount expended in 1875 for erecting School-houses.	Amount expended in 1875 for repairing School-houses.	No. of different Scholars in Public Schools during the school year.	Avg. attendance in all the Pub. Schools during the school year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1875.	No. of different persons employed as Teachers in Pub. Sch's.		No. of Teachers from Normal Schools.	Agg'te length of Public Schools for the year, in months and days.
											Males.	Fem.		
Nantucket.	3,201	\$2,446,936 00	12	—	\$363 00	379	328	8	29	453	1	12	2	9-3

NORFOLK COUNTY.

Bellingham,	1,244	\$531,926 00	8	—	\$16 74	247	187	8	34	196	—	13	2	60
Braintree,	4,156	2,733,625 00	16	—	215 55	670	537	6	41	698	2	17	3	160
Brookline,	6,675	30,769,194 00	28	—	590 00	1,348	991	—	165	1,154	8	41	16	280
Canton,	4,192	3,242,254 00	17	—	700 00	953	651	12	47	929	6	16	—	166-1
Cohasset,	2,197	2,411,466 00	13	—	491 70	498	323	—	26	463	3	13	—	127
Dedham,	5,756	6,250,090 00	26	\$2,828 00	1,203 72	1,014	867	—	74	1,132	6	24	3	260
Dover,	650	444,801 00	4	—	348 30	125	85	3	18	112	—	5	2	36
Foxborough,	3,168	1,761,058 00	11	—	484 94	475	396	6	92	483	4	13	1	102-5
Franklin,	2,983	1,486,788 00	14	—	136 32	555	422	11	58	579	3	22	8	112-10
Holbrook,	1,726	1,598,675 00	8	—	—	373	277	6	26	375	9	9	1	80
Hyde Park,	6,316	6,545,203 00	24	—	1,168 00	1,376	931	7	122	1,307	29	29	4	240
Medfield,	1,163	1,043,036 00	5	—	271 08	133	135	1	27	174	1	6	3	46-10
Medway,	4,242	1,825,077 00	18	—	212 00	948	652	—	85	813	3	21	6	150
Milton,	2,738	8,275,712 00	12	—	3,500 00	440	368	4	48	541	5	9	6	120
Needham,	4,548	4,576,394 00	21	—	2,297 25	967	679	3	59	886	1	31	10	204-15
Norfolk,	920	539,881 00	5	—	—	201	107	2	18	174	2	7	—	41-10
Norwood,	1,673	1,759,652 00	9	—	626 69	457	337	—	30	410	1	10	4	88-13

SCHOOL RETURNS.

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Quincy, .	9,155	\$7,203,329 00	30	-	\$2,500 00	1,580	1,363	-	45	1,727	11	42	21	300
Randolph, .	4,061	2,471,764 00	17	-	205 15	782	653	14	17	901	5	17	6	169
Sharon, .	1,330	966,313 00	6	-	300 34	291	201	5	23	272	3	9	-	54
Stoughton, .	4,842	2,487,872 00	22	-	1,211 00	1,252	868	8	68	1,024	6	21	4	178
Walpole, .	2,290	1,533,404 00	11	-	590 18	386	278	6	38	365	1	16	-	104-10
Weymouth, .	9,819	6,119,045 00	38	\$11,482 22	2,172 07	1,919	1,555	-	41	1,936	7	40	1	378-3
Wrentham, .	2,395	1,160,069 00	12	13,500 00	100 00	516	363	7	79	424	6	14	-	93-10
Total, .	88,239	\$97,736,628 00	375	\$27,810 22	\$19,341 03	17,586	13,226	109	1,281	17,075	94	445	103	9-9

BOARD OF EDUCATION.

NANTUCKET COUNTY—CONTINUED.

TOWNS.	Average length as returned by Committee.	Average wages of Teachers per month, including the value of board.		Raised by taxes for schools, including board, fuel, care of rooms, for the school year 1875-76.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expenses of superintendence by School Committee, including the salary of Superintendent.	Expenses of printing Reports, etc.	Salary of Superintendent of Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from local School Funds.	Income of Funds, appropriated to Public Schools at the option of the town, including tax on Dogs.
		Males.	Females.								
Nantucket.	10	\$150 00	\$32 98	\$6,500 00	—	\$150 00	\$29 00	—	\$34,000 00	\$2,000 00	—

NORFOLK COUNTY—CONTINUED.

Bellingham,	7-10	—	\$34 98	\$2,000 00	—	\$85 00	\$19 20	\$85 00	\$418 16	\$25 09	\$262 13
Braintree,	10	\$100 00	39 88	7,800 00	—	193 00	60 00	—	4,500 00	400 00	510 00
Brookline,	10	235 00	72 00	40,800 00	—	—	50 00	—	—	—	—
Canton,	9-15	91 50	41 25	10,900 00	—	500 00	51 00	500 00	—	—	545 65
Cohasset,	9-15	88 75	37 27	5,900 00	—	272 00	27 00	200 00	1,000 00	60 90	348 58
Dedham,	10	117 00	47 08	19,825 00	—	500 00	72 00	—	1,100 00	66 00	—
Dover,	9	—	33 17	1,200 00	—	30 00	12 00	30 00	—	—	119 40
Foxborough,	9-6	99 73	89 60	6,500 00	—	140 00	27 12	—	—	—	350 00
Franklin,	8-13	58 62	40 00	6,000 00	—	438 75	42 50	—	150,000 00	10,500 00	—
Holbrook,	10	140 00	38 50	5,000 00	—	190 00	—	—	—	—	143 97
Hyde Park,	10	116 00	55 00	15,600 00	—	700 00	—	—	—	—	—
Medfield,	9-5	96 15	88 00	2,000 00	—	65 00	15 00	65 00	3,760 20	228 99	109 55
Medway,	8-7	100 00	35 98	7,500 00	—	295 52	50 00	—	100 00	6 00	458 36
Milton,	10	129 00	55 00	12,000 00	—	600 00	120 00	—	—	—	—
Needham,	9-15	130 00	49 04	13,500 00	—	515 00	15 00	—	1,166 67	100 00	515 19
Norfolk,	8-8	42 60	31 25	1,800 00	—	93 15	30 00	—	—	—	131 54
Norwood,	9-17	130 00	45 89	6,398 36	—	150 00	38 00	—	—	—	—

SCHOOL RETURNS.

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Quincy,	10	\$123 30	\$47 50	\$25,000 00	-	\$2,000 00	-	\$2,000 00	\$1,260 00	\$75 00	-
Randolph,	10	98 75	31 00	8,650 00	-	386 00	-	-	26,000 00	1,279 97	-
Sharon,	9	42 71	33 41	1,800 00	-	105 00	\$75 00	-	2,360 00	163 83	\$343 73
Stoughton,	8-2	75 35	35 75	11,000 00	-	523 92	35 00	400 00	-	-	-
Walpole,	9-10	150 00	42 25	7,000 00	-	216 50	20 00	-	-	-	181 25
Weymouth,	9-19	107 11	33 25	22,500 00	-	2,072 55	175 00	1,650 00	5,000 00	350 00	1,152 66
Wrentham,	7-16	82 50	34 00	5,000 00	\$10 00	500 00	71 00	-	1,501 00	92 00	280 20
Total,	-	\$107 00	\$41 29	\$245,673 36	\$10 00	\$10,571 39	\$1,004 82	\$4,930 00	\$198,166 03	\$13,347 78	\$5,452 21

BOARD OF EDUCATION.

NANTUCKET COUNTY—CONCLUDED.

T O W N S .	H I G H S C H O O L S .						I N C O R P . A C A D E M I E S .			U N I N C O R . A C A D E M I E S A N D P R I V A T E S C H O O L S .			Town's share of School Fund, payable Janu- ary 25, 1876.	How much of said Fund was used for apparatus and books of reference.	
	Number.	No. of Teach- ers.	No. of Schol- ars.	How supported.	L E N G T H .		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tui- tion.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.		
					Months.	Days.									
Nantucket.	1	2	50	Taxation,	10		\$1,350 00	1	100	\$2,650 00	2	40	\$75 00	\$318 91	-

NORFOLK COUNTY—CONCLUDED.

Bellingham,	1	1	65	Taxation,	10	\$1,500 00	-	-	-	1	20	\$800 00	\$238 10	\$25 65
Braintree,	1	6	103	Taxation,	10	3,000 00	-	-	-	5	90	1,350 00	306 00	-
Brookline,	1	2	34	Taxation,	9-15	1,200 00	-	-	-	1	-	-	-	-
Canton,	1	2	66	Taxation,	10	1,500 00	-	-	-	1	-	-	248 80	45 44
Cohasset,	1	3	81	Taxation,	10	1,800 00	-	-	-	4	120	1,200 00	237 64	65 00
Dedham,	1	2	49	Taxation,	9-15	1,500 00	-	-	-	2	27	750 00	224 06	-
Dover,	1	1	35	Taxation,	10	1,100 00	1	125	\$4,700 00	2	35	140 00	248 45	-
Foxborough,	1	1	56	Taxation,	10	1,400 00	-	-	-	2	26	257 26	257 26	64 00
Franklin,	1	3	88	Taxation,	10	1,600 00	-	-	-	1	18	250 00	267 77	-
Holbrook,	1	1	28	Taxation,	6-10	625 00	-	-	-	1	-	-	236 39	-
Hyde Park,	1	1	47	Taxation,	10	1,000 00	-	-	-	1	-	-	232 48	-
Medfield,	1	1	32	Taxation,	10	1,700 00	-	-	-	2	30	1,000 00	305 90	60 00
Medway,	1	2	22	Taxation,	10	1,300 00	-	-	-	1	-	-	111 87	25 00
Milton,	1	3	36	Taxation,	10	800 00	-	-	-	1	-	-	271 43	-
Needham,	2	3	22	Taxation,	10	800 00	-	-	-	1	-	-	239 30	-
Norfolk,	1	1	1	Taxation,	10	800 00	-	-	-	1	-	-	-	-

SCHOOL RETURNS.

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Norwood, .	-	-	-	-	-	-	-	-	-	1	1	9	\$350 00	\$230 80	-
Quincy, .	1	2	60	-	10	Taxation,	-	\$1,400 00	-	1	1	40	2,000 00	298 18	-
Randolph, .	1	2	70	-	10	in part Tax,	-	1,200 00	\$9,300 00	2	2	32	558 00	345 70	-
Sharon, .	-	-	-	-	-	-	-	-	-	1	1	30	500 00	211 75	-
Stoughton, .	1	2	49	-	9	Taxation,	-	1,200 00	-	-	-	-	-	338 01	\$52 46
Walpole, .	1	2	40	-	9-10	Taxation,	-	1,500 00	-	-	-	-	-	190 58	-
Weymouth, .	2	4	126	-	10	Taxation,	-	1,200 00	-	2	2	30	375 00	403 60	-
Wrentham, .	1	1	30	-	9	Taxation,	-	1,300 00	-	-	-	-	-	237 42	-
								1,000 00	-	-	-	-	-		-
Total, .	21	43	1,117	-	-	-	-	\$28,825 00	\$14,000 00	24	24	481	\$9,273 00	\$5,906 94	\$337 55

PLYMOUTH COUNTY.

T O W N S.	Population—State Census, 1875.	Valuation—1875.	No. of Schools.	Amount expended in 1875 for erecting School-houses.	Amount expended in 1875 for repairing School-houses.	No. of different Scholars in Public Schools during the school year.	Avg. attendance in all the Pub. Schools during the school year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1875.	No. of persons employed as Teachers in Pub. Schls.		No. of Teachers from Normal Schools.	Agg'te length of Public Schools for the year, in months and days.
											Males.	Fem.		
Abington, .	3,241	\$1,657,879 00	17	—	\$735 00	760	619	17	76	732	3	17	2	151-10
Bridgewater, .	3,969	2,620,298 00	18	—	400 00	776	593	9	70	702	4	19	16	162
Brockton, .	10,578	5,590,721 00	38	\$3,302 85	—	2,101	1,333	6	130	1,970	6	41	23	337-10
Carver, .	1,127	597,290 00	6	—	61 18	220	158	3	29	204	3	9	2	44-8
Duxbury, .	2,245	1,340,538 00	11	—	969 41	400	341	2	41	406	2	15	5	92-15
E. Bridgewater, .	2,808	1,367,826 00	11	—	341 81	554	431	13	38	531	2	12	5	97-10
Halifax, .	568	291,943 00	2	—	—	87	61	—	21	77	1	3	3	14-10
Hanover, .	1,801	985,625 00	9	—	344 33	349	244	8	21	341	1	12	2	78
Hanson, .	1,265	572,791 00	7	—	546 93	216	156	3	15	227	3	6	2	55-15
Hingham, .	4,654	3,590,222 00	16	—	1,190 28	703	588	7	59	803	5	16	4	160
Hull, .	316	617,251 00	1	—	67 48	38	30	4	2	65	—	2	—	9
Kingston, .	1,569	1,748,679 00	7	—	278 65	301	246	2	42	265	2	8	1	63-10
Lakeville, .	1,061	572,735 00	11	—	950 00	233	174	10	20	207	1	20	1	88
Marion, .	862	489,064 00	6	—	158 71	154	118	—	29	165	2	4	1	42
Marshfield, .	1,817	978,188 00	10	—	243 25	355	252	6	42	306	2	13	3	90
Mattapoisett, .	1,361	1,266,062 00	7	—	78 04	260	214	—	38	280	5	8	1	37-15
Middleborough, .	5,023	2,556,523 00	23	6,000 00	80 00	932	650	12	20	903	2	33	—	194
Pembroke, .	1,399	714,449 00	8	—	320 87	215	182	12	20	237	1	12	1	54
Plymouth, .	6,370	4,565,865 00	28	—	400 00	1,160	904	—	75	1,169	5	31	4	270
Plympton, .	755	310,817 00	6	—	350 00	145	108	3	22	174	—	8	2	43-8
Rochester, .	1,001	493,931 00	6	—	180 36	181	161	8	13	184	—	9	2	43-10
Rockland, .	4,203	2,030,697 00	18	—	575 00	968	851	—	91	958	4	19	1	154-3
Scituate, .	2,463	1,461,254 00	13	—	70 80	567	365	11	42	461	1	15	3	120-15

SCHOOL RETURNS.

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South Abington,	2,456	\$1,393,904 00	8	-	\$440 99	415	347	-	27	419	1	9	1	72-10
South Scituate,	1,818	1,129,694 00	7	-	343 86	375	255	8	30	323	3	13	7	61-15
Wareham,	2,874	1,124,248 00	14	-	500 00	605	480	14	59	613	3	24	1	109-10
W. Bridgewater,	1,748	928,115 00	9	\$1,619 68	621 67	349	253	10	24	356	1	9	4	72
Total, .	69,352	\$40,991,609 00	317	\$10,922 53	\$10,248 12	13,419	10,314	168	1,096	13,028	63	387	97	8-11

SUFFOLK COUNTY.

Boston,	341,919	\$795,638,935 00	477	\$356,669 74	\$98,215 34	55,390	41,606	-	4,162	60,255	203	1,093	-	5,724
Chelsea,	20,695	18,270,619 00	60	-	1,360 20	3,826	2,487	-	327	2,942	5	67	18	600
Revere,	1,603	1,971,955 00	6	-	-	306	196	-	12	285	1	5	3	60
Winthrop,	663	1,074,126 00	4	-	-	120	85	-	12	124	-	4	1	30-15
Total, .	364,880	\$816,955,635 00	547	\$356,669 74	\$99,575 54	59,642	44,374	-	4,513	63,606	209	1,169	22	11-15

BOARD OF EDUCATION.

PLYMOUTH COUNTY—CONTINUED.

T O W N S .	Average length as returned by Committee.	Average wages of Teachers per month, including the value of board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school year 1873-6.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expenses of superintendence by School Committee, including the salary of Superintendent.	Expenses of printing Reports, etc.	Salary of Superintendent of Public Schools.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from local School Funds.	Income of Funds, appropriated to Public Schools at the option of the town, including tax on Dogs.
		Males.	Females.								
Abington, .	9	\$92 00	\$35 00	\$6,000 00	—	\$351 00	\$150 00	—	—	—	\$239 62
Bridgewater, .	9	89 00	36 00	8,700 00	—	200 00	15 00	—	\$7,800 00	\$168 27	278 68
Brockton, .	8-18	98 66	41 00	21,599 00	—	727 50	79 67	—	589 00	18 00	326 23
Carver, .	7-8	36 00	34 00	1,800 00	—	58 85	16 50	—	—	—	98 37
Duxbury, .	9-5	67 50	35 42	3,000 00	—	311 50	45 00	—	25,000 00	1,775 00	218 18
E. Bridgewater, .	8-18	80 00	33 33	5,250 00	\$234 00	219 58	50 00	—	—	—	183 23
Halifax, .	7-5	60 00	34 20	900 00	—	40 00	—	—	—	—	42 84
Hanson, .	8-13	83 33	32 00	3,000 00	—	150 00	21 00	—	2,866 00	172 00	141 72
Hanson, .	8	40 00	24 00	1,600 00	—	139 00	25 00	—	—	—	—
Hingham, .	10	112 00	45 43	12,308 25	—	500 00	125 00	\$500 00	30,870 00	3,153 00	—
Hull, .	9	—	41 33	500 00	—	15 00	8 00	—	—	—	—
Kingston, .	9	90 00	36 00	3,600 00	—	250 00	76 00	250 00	—	—	92 38
Lakeville, .	8	35 00	27 00	2,400 00	—	75 00	15 00	—	—	—	—
Marion, .	7	38 00	27 00	1,200 00	—	70 00	15 00	70 00	—	—	54 76
Marshfield, .	9	44 00	32 30	2,800 00	—	96 50	35 50	—	—	—	182 57
Mattapoisett, .	8-5	50 50	27 44	2,100 00	—	74 50	18 40	—	13,000 52	678 38	48 14
Middleborough, .	8-15	88 00	32 00	7,500 00	—	320 00	25 00	—	10,000 00	700 00	—
Pembroke, .	6-15	30 00	32 50	1,500 00	93 50	128 75	20 00	—	—	—	98 00
Plymouth, .	10	102 50	32 00	15,500 00	—	500 00	—	500 00	—	—	417 81
Plymouth, .	7-4	—	31 08	1,000 00	—	—	14 00	—	—	—	100 69
Rochester, .	7-5	—	30 00	1,200 00	—	64 00	—	—	—	—	74 52
Rockland, .	8-12	85 14	35 13	7,000 00	—	199 50	85 00	—	—	—	262 34
Scituate, .	9-6	92 22	25 00	3,694 59	—	150 00	33 00	150 00	—	—	132 94

SCHOOL RETURNS.

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South Abington,	9-1	\$120 00	\$35 00	\$4,500 00	-	\$163 75	-	-	-	\$155 90
South Scituate,	8-17	40 00	38 23	2,300 00	-	135 00	\$30 00	-	-	150 00
Wareham,	7-17	66 67	31 75	5,100 00	-	171 36	30 00	-	-	222 15
W. Bridgewater,	8	48 00	37 66	3,000 00	-	118 29	76 68	\$99 50	\$80,000 00	226 12
Total,	-	\$70 35	\$33 40	\$129,051 84	\$327 50	\$5,229 08	\$1,008 75	\$1,569 50	170,125 52	\$3,747 19

SUFFOLK COUNTY—CONTINUED.

Boston,	9-5	\$226 38	\$85 11	\$1,355,999 59	-	\$32,490 01	\$1,822 13	\$4,500 00	\$96,515 79	\$4,825 68	\$12,748 75
Chelsea,	10	184 03	60 92	56,739 56	-	2,223 02	211 00	2,250 00	-	-	-
Revere,	10	90 00	40 00	3,500 00	-	100 00	-	-	-	-	60 00
Winthrop,	7-18	-	39 00	1,400 00	-	55 00	20 00	-	-	-	-
Total,	-	\$166 80	\$56 25	\$1,417,639 15	-	\$34,868 03	\$2,053 13	\$6,750 00	\$96,515 79	\$4,825 68	\$12,808 75

PLYMOUTH COUNTY—CONCLUDED.

TOWNS.	HIGH SCHOOLS.					INCORP. ACADEMIES.			UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1875.	How much of said Fund was used for apparatus and books of reference.	
	Number.	No. of Teachers.	No. of Scholars.	How supported.	Length.	Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.			Aggregate paid for Tuition.
Abington, .	2	5	100	Taxation,	10	\$1,200 00	-	-	-	-	-	-	\$373 35	\$36 00
Bridgewater, .	1	3	76	Taxation,	9	1,500 00	-	-	-	-	-	-	288 55	40 00
Brockton, .	1	3	85	Taxation,	10	2,000 00	-	-	-	-	40	\$450 00	384 65	-
Carver, .	1	-	-	-	-	-	-	-	-	-	-	-	239 90	-
Duxbury, .	1	2	50	In part Tax,	10	1,000 00	1	50	-	-	-	-	232 40	20 00
E. Bridgewater, .	1	2	83	Taxation,	10	1,200 00	-	-	-	-	-	-	228 83	55 00
Halifax, .	1	-	-	-	-	-	-	-	-	-	-	-	217 85	-
Hanover, .	1	1	37	Taxation,	9	750 00	1	44	\$634 70	-	-	-	214 35	10 42
Hanson, .	1	-	-	-	-	-	-	-	-	-	-	-	244 10	-
Hingham, .	1	2	62	Taxation,	10	2,000 00	1	50	436 00	2	60	275 00	259 20	-
Hull, .	1	-	-	-	-	-	-	-	-	-	-	-	209 23	-
Kingston, .	1	1	44	Taxation,	9-10	1,400 00	-	-	-	1	14	-	198 52	23 16
Lakeville, .	-	-	-	-	-	-	-	-	-	-	-	-	239 70	-
Marion, .	-	-	-	-	-	-	-	-	-	2	35	48 00	234 88	47 00
Marshfield, .	-	-	-	-	-	-	-	-	-	-	-	-	256 55	9 00
Mattapoisett, .	1	1	52	In part Tax,	10	1,000 00	-	-	-	3	50	50 00	195 52	-
Middleborough, .	1	2	40	Taxation,	9-10	1,350 00	1	23	550 00	2	80	700 00	325 25	-
Pembroke, .	1	-	-	-	-	-	-	-	-	-	-	-	253 34	-
Plymouth, .	1	3	112	Taxation,	10	1,500 00	-	-	-	2	40	900 00	330 58	-
Plympton, .	-	-	-	-	-	-	-	-	-	-	-	-	235 10	-
Rochester, .	-	-	-	-	-	-	-	-	-	-	-	-	235 30	-
Rockland, .	1	3	59	Taxation,	10	1,400 00	-	-	-	-	-	-	357 32	89 20
Scituate, .	1	1	46	Taxation,	8-15	807 62	-	-	-	-	-	-	242 44	-

SCHOOL RETURNS.

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South Abington,	1	2	47	Taxation,	10	\$1,200 00	-	-	1	10	\$125 00	-	-
South Scituate,	-	-	-	-	-	-	-	-	-	-	-	\$256 95	-
Wareham,	1	2	75	Taxation,	10	1,200 00	-	-	3	60	100 00	260 68	\$172 57
W. Bridgewater,	-	-	-	-	-	-	-	-	-	-	-	273 39	-
Total, . .	16	33	968	-	-	\$19,507 62	4	167	18	389	\$2,648 00	\$6,787 93	\$502 35

SUFFOLK COUNTY—CONCLUDED.

Boston,	9	93	2,239	Taxation,	9*	\$30,200 00	26	1,525	79	3,011	\$301,454 00	-	-
Chelsea,	1	7	188	Taxation,	10	2,700 00	-	-	3	430	5,000 00	-	-
Revere,	-	-	-	-	-	-	-	-	-	-	-	\$202 93	\$60 00
Winthrop,	-	-	-	-	-	-	-	-	-	-	-	153 96	-
Total, . .	10	100	2,427	-	-	\$32,900 00	26	1,525	82	3,441	\$306,454 00	\$356 89	\$60 00

* Each.

BOARD OF EDUCATION.

WORCESTER COUNTY.

TOWNS.	Population—State Census, 1875.	Valuation—1875.	No. of Schools.	Amount expended in 1875 for erecting School-houses.	Amount expended in 1875 for repairing School-houses.	No. of different Scholars in Public Schools during the school year.	Avg. attendance in all the Pub. Schools during the school year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1875.	No. of different persons employed as Teachers in Pub. Sch's.		No. of Teachers from Normal Schools.	Ag'te length of Public Schools for the year, in months and days.
											Males.	Fem.		
Ashburnham,	2,141	\$1,112,682 00	14	\$200 00	\$200 00	475	423	6	45	427	17	15	5	90
Athol,	4,134	2,855,548 00	19	572 39	572 39	741	540	8	92	634	1	27	3	143-15
Auburn,	1,233	590,426 00	7	—	—	216	174	10	20	264	2	9	—	36
Barre,	2,460	1,956,812 00	15	296 64	296 64	429	398	7	29	373	4	16	1	109-5
Berlin,	987	489,691 00	5	224 50	224 50	215	185	2	35	199	1	7	2	32-15
Blackstone,	4,640	2,143,923 00	18	438 00	438 00	1,148	687	10	64	1,065	5	20	4	157-16
Bolton,	987	536,372 00	7	77 19	77 19	233	153	—	40	194	2	10	1	51-16
Boylston,	895	581,669 00	7	450 00	450 00	203	155	10	40	132	2	6	—	45-15
Brookfield,	2,660	1,411,318 00	14	65 00	65 00	561	398	2	86	421	2	18	3	115-5
Charlton,	1,852	1,003,629 00	13	71 49	71 49	446	296	18	84	339	7	19	—	97-10
Clinton,	6,781	4,548,192 00	21	530 47	530 47	1,319	1,039	—	37	1,448	1	23	2	195-15
Dana,	760	290,184 00	5	4 25	4 25	166	102	5	19	116	1	6	2	36
Douglas,	2,202	922,375 00	13	2,100 00	2,100 00	376	272	12	56	433	4	14	1	107
Dudley,	2,653	1,039,645 00	11	150 00	150 00	448	353	18	8	539	1	16	—	88-15
Fitchburg,	12,289	13,217,220 00	47	11,000 00	11,000 00	2,473	1,750	25	204	2,347	10	58	5	470
Gardner,	3,730	2,103,023 00	15	4,416 29	4,416 29	722	566	4	90	736	3	18	2	108-5
Grafton,	4,442	1,950,459 00	20	612 27	612 27	962	687	21	60	931	1	29	6	150-5
Hardwick,	1,992	1,093,452 00	12	500 19	500 19	448	306	10	62	441	3	14	1	86
Harvard,	1,304	1,131,722 00	10	102 44	102 44	289	203	3	53	254	5	12	—	60-10
Holden,	2,180	982,204 00	13	446 34	446 34	517	345	13	63	429	3	22	—	93-2
Hubbardston,	1,440	883,049 00	11	75 00	75 00	362	250	3	74	265	4	16	6	69
Leicester,	1,957	2,412,592 00	11	130 00	130 00	325	247	5	55	293	1	13	4	89-10
Leicester,	2,770	2,194,297 00	13	631 00	631 00	561	396	1	55	483	4	16	1	114
Leominster,	5,201	3,941,878 00	19	433 11	433 11	873	698	12	119	766	3	24	6	148-5
Lunenburg,	1,153	785,049 00	8	—	—	216	145	8	32	161	3	8	1	49-10

SCHOOL RETURNS.

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Mendon, .	1,176	\$659,572 00	8	-	\$173 89	278	206	10	48	227	4	10	3	55
Milford, .	9,818	5,107,290 00	37	-	1,171 02	2,072	1,788	11	175	2,219	1	46	14	343
Millbury, .	4,529	2,680,798 00	15	-	144 88	930	614	2	59	964	2	20	2	122
New Braintree, .	603	501,115 00	5	-	52 29	121	88	2	17	114	1	8	1	37-10
Northborough, .	1,398	1,321,153 00	7	-	50 00	256	184	8	52	246	2	8	3	59-10
Northbridge, .	4,030	2,282,544 00	16	-	500 00	900	593	4	73	857	1	17	8	147-15
North Brookfield, .	3,749	1,848,489 00	15	-	-	788	571	5	79	761	2	22	1	117-14
Oakham, .	873	347,879 00	6	-	-	175	143	5	43	162	4	7	1	36
Oxford, .	2,938	1,529,756 00	12	-	75 01	585	368	5	44	569	2	17	-	102-10
Paxton, .	608	321,911 00	6	-	14 45	132	111	2	19	121	-	6	-	36
Petersham, .	1,203	713,469 00	12	-	248 02	273	179	11	70	210	4	16	6	77-10
Phillipston, .	666	317,555 00	6	-	25 00	162	109	-	30	145	2	8	1	36
Princeton, .	1,063	932,909 00	9	\$2,700 00	50 00	294	188	9	61	209	4	10	1	49-5
Royalston, .	1,260	760,525 00	9	-	50 00	245	164	8	65	195	4	15	1	59-10
Rutland, .	1,030	460,895 00	10	-	-	232	173	8	38	214	2	13	-	61
Shrewsbury, .	1,524	1,157,279 00	9	-	47 00	327	222	10	40	277	-	13	2	72-5
Southborough, .	1,986	1,401,967 00	10	-	-	360	289	4	42	374	1	17	5	85
Southbridge, .	5,740	3,210,879 00	21	650 00	1,493 53	1,072	753	11	58	1,115	1	25	1	176
Spencer, .	5,451	2,786,234 00	20	-	1,400 00	1,039	732	5	67	974	2	27	-	163-15
Sterling, .	1,569	1,166,371 00	12	-	147 56	350	263	6	66	301	6	14	2	89-10
Sturbridge, .	2,213	1,140,047 00	16	-	25 00	334	230	12	31	387	2	17	1	111-15
Sutton, .	3,051	1,469,105 00	14	-	200 00	597	351	15	66	762	3	14	3	108
Templeton, .	2,764	1,314,781 00	14	-	414 16	629	418	11	80	521	2	19	3	107-10
Upton, .	2,125	859,936 00	11	-	109 00	395	284	6	17	382	2	17	2	84
Uxbridge, .	3,029	1,872,254 00	17	-	59 00	573	488	12	65	577	4	23	3	140-5
Warren, .	3,260	1,557,419 00	17	-	564 20	716	482	13	63	492	4	22	1	127-15
Webster, .	5,059	2,486,999 00	14	-	-	708	520	6	53	874	1	17	-	114-4
Westborough, .	5,140	2,448,983 00	16	-	333 57	837	603	-	84	754	2	22	6	136-10
West Boylston, .	2,902	1,161,436 00	12	-	209 98	516	372	14	64	572	1	17	2	90-15
West Brookfield, .	1,903	848,347 00	10	-	125 00	377	293	7	42	384	1	15	1	75
Westminster, .	1,712	874,917 00	12	-	100 00	250	229	10	101	266	5	21	3	82
Winchendon, .	3,762	2,245,237 00	18	-	616 89	682	544	3	81	724	2	20	2	120
Worcester, .	49,265	53,488,687 00	151	-	6,090 95	9,666	6,589	-	1,338	9,570	19	161	15	1,513
Total, .	210,242	\$151,474,149 00	915	\$19,802 30	\$38,002 97	41,615	29,909	445	4,753	40,199	183	1,140	151	8-4

BOARD OF EDUCATION.

WORCESTER COUNTY—CONTINUED.

TOWNS.	Average length as returned by Committee.	Average wages of Teachers per month, including the value of board.		Raised by taxes for schools, including wages of Teachers, board, fuel, care of rooms, for the school year 1875-76.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expenses of superintendence by School Committee, including the salary of Superintendent.	Expenses of printing Reports, etc.	Salary of Superintendent of Public Schools.	Amount of School Funds, the income of which can be appropriated only for the support of Schools.	Income from local School Funds.	Income of Funds, appropriated to Public Schools at the option of the town, including tax on Dogs.
		Males.	Females.								
Ashburnham,	6-9	\$41 33	\$34 20	\$3,500 00	\$200 00	\$150 00	\$50 00	\$500 00	\$100,000 00	\$5,000 00	\$144 92
Athol,	7-17	100 00	36 00	6,559 32	-	500 00	40 00	-	-	-	361 77
Auburn,	6	40 00	33 33	1,800 00	-	87 00	20 00	-	-	-	-
Barre,	7-5	59 75	33 00	5,100 00	-	195 00	50 00	-	-	-	250 00
Berlin,	6-11	40 00	33 20	1,100 00	-	65 00	20 50	-	200 00	141 40	102 83
Blackstone,	8-15	78 72	31 60	7,000 00	-	243 90	30 00	-	-	-	346 85
Bolton,	7-8	80 00	31 00	1,200 00	-	94 00	23 40	-	12,000 00	900 00	-
Boylston,	7-3	51 00	31 56	1,525 00	-	82 00	15 00	-	-	-	101 23
Brookfield,	8-6	83 16	36 81	5,550 00	110 00	110 00	25 00	-	-	-	258 94
Charlton,	7-10	40 00	31 28	3,500 00	-	144 00	20 00	-	2,000 00	-	-
Clinton,	9-10	152 23	41 08	13,011 23	-	350 00	63 35	-	-	-	-
Dana,	7	32 00	29 34	1,000 00	-	81 00	24 00	-	-	-	-
Douglas,	8-5	30 62	32 41	4,000 00	-	100 00	23 75	-	-	-	58 61
Dudley,	8-1	32 00	34 82	4,500 00	-	200 00	20 00	-	-	-	190 74
Fitchburg,	10	124 17	43 75	35,000 00	30 00	208 32	100 00	2,500 00	6,000 00	420 00	206 19
Gardner,	7-4	92 66	40 94	6,500 00	-	285 00	50 00	-	1,000 00	-	-
Grafton,	8-10	150 00	37 50	7,500 00	-	585 25	56 00	-	1,000 00	60 00	299 43
Hardwick,	7-4	39 87	31 60	3,000 00	-	169 50	45 00	-	-	65 00	-
Harvard,	6-1	37 60	36 00	2,400 00	17 67	157 00	39 00	-	-	25 00	188 61
Holden,	7-3	40 00	29 89	3,000 00	-	173 75	35 00	-	3,366 67	202 00	215 78
Hubbardston,	6-6	46 50	29 40	2,500 00	-	152 00	30 00	-	1,200 00	72 00	-
Leicester,	7-11	200 00	36 67	5,706 95	429 01	210 32	29 41	-	-	-	-
Leicester,	8-15	109 20	41 23	5,600 00	-	231 26	-	-	30,000 00	2,145 77	316 38
Leominster,	7-16	96 67	41 14	8,750 00	-	346 45	75 00	-	11,433 33	680 00	-
Lunenburg,	6-4	37 34	36 50	2,032 60	70 00	150 00	35 00	-	-	-	41 00

SCHOOL RETURNS.

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Mendon, . . .	6-18	\$32 85	\$34 81	\$413,051 89	\$1,281 68	\$16,904 58	\$2,199 74	\$7,000 00	\$177,435 00	\$10,375 83	\$8,111 34
Millford, . . .	9-15	180 00	39 64	18,000 00	-	540 00	-	-	-	-	-
Millbury, . . .	8	88 00	38 57	7,000 00	-	320 00	-	-	-	-	-
New Braintree, . . .	7-10	50 00	36 10	1,551 78	-	131 50	19 00	-	-	-	69 26
Northborough, . . .	8-10	100 00	19 34	3,200 00	\$65 00	75 00	40 50	-	-	-	-
Northbridge, . . .	9-5	140 00	41 66	7,800 00	-	200 00	50 00	-	-	-	284 62
North Brookfield, . . .	8-8	74 00	35 75	7,000 00	-	211 25	52 04	-	-	-	606 21
Oakham, . . .	6	35 00	24 75	1,000 00	-	90 50	15 00	-	-	-	153 45
Oxford, . . .	8-11	119 00	32 46	5,000 00	40 00	181 94	22 50	-	-	-	-
Paxton, . . .	6	-	28 83	1,200 00	-	50 00	-	-	-	-	76 07
Petersham, . . .	6-9	31 66	27 80	2,250 00	-	203 61	25 00	\$735 00	\$44 00	102 30	102 30
Phillipston, . . .	6	30 00	29 29	1,000 00	-	56 50	20 00	-	-	-	86 21
Princeton, . . .	6	43 00	30 61	1,700 00	-	71 75	19 80	-	-	-	129 47
Royalston, . . .	6-12	40 58	27 75	1,600 00	-	75 00	22 00	-	6,500 00	500 66	417 44
Rutland, . . .	6	36 50	31 55	2,061 25	-	113 00	12 00	-	-	-	-
Shrewsbury, . . .	8	-	38 63	3,000 00	-	182 85	15 50	-	-	-	-
Southborough, . . .	9	133 33	37 97	5,000 00	-	175 00	20 00	-	-	-	110 29
Southbridge, . . .	8-7	40 00	43 09	8,600 00	-	245 00	52 00	-	-	-	-
Spencer, . . .	8-15	90 00	36 00	9,000 00	-	275 00	60 00	-	-	-	366 00
Sterling, . . .	7-9	40 50	35 83	3,200 00	-	146 65	40 00	-	-	-	198 56
Sturbridge, . . .	7-9	40 00	29 00	3,500 00	-	100 00	25 00	-	-	-	-
Sutton, . . .	7-14	58 00	31 50	3,500 00	120 00	163 06	102 22	-	2,000 00	120 00	141 89
Templeton, . . .	7-14	106 00	31 87	4,700 00	-	280 26	38 00	-	-	-	189 14
Upton, . . .	7-13	68 00	36 00	4,272 00	200 00	186 00	18 00	-	-	-	-
Uxbridge, . . .	8-5	54 67	36 50	6,300 00	-	125 00	75 00	-	-	-	220 00
Warren, . . .	7-2	82 60	33 64	5,400 00	-	226 96	30 00	-	-	-	255 21
Webster, . . .	8-3	125 00	40 00	7,000 00	-	225 00	32 00	-	-	-	364 97
Westborough, . . .	8-7	89 78	45 80	7,275 00	-	1,015 00	75 00	\$1,000 00	-	-	334 05
West Boylston, . . .	7-19	38 00	33 78	3,500 00	-	225 00	24 00	-	-	-	285 58
West Brookfield, . . .	7-10	34 00	38 00	3,200 00	-	137 00	-	-	-	-	-
Westminster, . . .	6-17	42 60	33 00	3,000 00	-	190 00	-	-	-	-	-
Winchendon, . . .	6-13	88 00	35 00	5,415 00	-	341 00	75 52	-	-	-	-
Worcester, . . .	10	169 29	52 20	123,788 76	-	3,000 00	264 25	3,000 00	-	-	-
Total, . . .	-	\$74 20	\$34 81	\$413,051 89	\$1,281 68	\$16,904 58	\$2,199 74	\$7,000 00	\$177,435 00	\$10,375 83	\$8,111 34

BOARD OF EDUCATION.

WORCESTER COUNTY—CONCLUDED.

TOWNS.	HIGH SCHOOLS.						INCCP. ACADEMIES.			UNINCOR. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1876.	How much of said Fund was used for apparatus and books of reference.	
	Number.	No. of Teachers.	No. of Scholars.	How supported.	LENGTH.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.			Aggregate paid for Tuition.
					Months.	Days.									
Ashburnham,	1	2	54	Taxation,	9		\$900 00	1	60	\$500 00	1	20	\$100 00	\$242 45	-
Athol,	1	2	56	Taxation,	10		1,000 00	1	-	-	1	18	200 00	271 10	-
Auburn,	1	1	-	-	-		-	1	-	-	1	-	-	251 88	\$25 00
Barre,	1	2	61	Taxation,	9		1,000 00	1	-	-	1	-	-	237 45	-
Berlin,	1	1	-	-	-		-	1	-	-	2	50	125 00	238 90	10 50
Blackstone,	1	2	49	Taxation,	9-9		1,200 00	1	-	-	1	-	-	346 30	-
Bolton,	1	1	48	Not by Tax,	10		800 00	1	-	-	1	-	-	237 70	22 50
Boylston,	1	1	43	Taxation,	3		210 00	1	-	-	1	-	-	232 15	-
Brookfield,	1	1	43	Taxation,	9-10		1,200 00	1	-	-	1	-	-	242 85	30 00
Charlton,	1	1	-	-	-		-	1	-	-	1	-	-	220 60	-
Clinton,	1	2	43	Taxation,	9-11		1,450 00	1	-	-	1	35	650 00	372 55	-
Dana,	1	-	-	-	-		-	1	-	-	1	40	600 00	223 26	-
Douglas,	1	1	39	Taxation,	9-5		925 00	1	-	-	1	-	-	271 00	-
Dudley,	1	1	55	Taxation,	10		1,000 00	1	194	525 00	1	25	1,000 00	266 70	-
Fitchburg,	1	6	150	Taxation,	10		2,250 00	1	-	-	2	80	225 00	-	60 00
Gardner,	1	3	99	Taxation,	10		1,300 00	1	-	-	1	-	-	221 23	10 00
Grafton,	1	2	40	Taxation,	10		1,500 00	1	-	-	1	-	-	235 25	-
Hardwick,	1	1	-	-	-		-	1	-	-	1	20	30 00	248 95	-
Harvard,	1	-	-	-	-		-	1	-	-	1	-	-	286 05	-
Holden,	1	-	-	-	-		-	1	-	-	1	-	-	260 75	13 00
Hubbardston,	1	1	-	-	-		-	1	-	-	1	10	100 00	206 15	-
Lancaster,	1	3	45	Taxation,	9-10		2,000 00	1	-	-	1	-	-	225 59	45 56
Leicester,	1	3	44	In part Tax,	10-5		1,566 66	1	80	791 83	1	-	-	254 37	11 50
Leominster,	1	2	124	In part Tax,	10		1,800 00	1	-	-	1	-	-	231 46	-
Lunenburg,	1	1	-	-	-		-	1	-	-	1	36	90 00	-	-

SCHOOL RETURNS.

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Mendon, . . .	1	1	42	Taxation,	6	\$480 00	-	-	-	1	30	\$30 00	\$246 55	\$43 75
Millford, . . .	1	3	104	Taxation,	10	1,800 00	-	-	-	1	-	-	468 25	-
Millbury, . . .	1	1	66	Taxation,	10	1,400 00	-	-	-	1	25	-	338 93	-
New Braintree, . . .	-	-	-	-	-	-	-	-	-	-	-	-	223 86	-
Northborough, . . .	1	2	69	Taxation,	10	1,000 00	-	-	-	1	14	1,000 00	207 15	-
Northbridge, . . .	1	1	43	Taxation,	10	1,400 00	-	-	-	-	-	-	316 25	82 00
N. Brookfield, . . .	1	2	61	Taxation,	9-15	1,500 00	-	-	-	-	-	-	301 98	-
Oakham, . . .	-	-	-	-	-	-	-	-	-	1	27	112 00	229 28	-
Oxford, . . .	1	1	40	Taxation,	10	1,200 00	-	-	-	-	-	-	259 67	27 70
Paxton, . . .	-	-	-	-	-	-	-	-	-	-	-	-	221 90	10 00
Petersham, . . .	1	1	15	Taxation,	9	450 00	-	-	-	1	37	150 00	237 75	-
Phillipston, . . .	-	-	-	-	-	-	-	-	-	2	20	40 00	230 88	25 00
Princeton, . . .	-	-	-	-	-	-	-	-	-	2	60	240 00	241 10	-
Royalston, . . .	-	-	-	-	-	-	-	-	-	1	16	46 00	242 30	-
Rutland, . . .	-	-	-	-	-	-	-	-	-	2	27	100 00	242 10	-
Shrewsbury, . . .	1	1	27	Taxation,	8-5	660 00	-	-	-	1	25	150 00	201 70	50 42
Southborough, . . .	1	2	44	Taxation,	9	1,200 00	1	52	\$12,000 00	1	20	800 00	234 85	-
Southbridge, . . .	1	2	28	Taxation,	10	1,200 00	-	-	-	-	-	-	361 96	-
Spencer, . . .	1	2	62	Taxation,	10	1,400 00	-	-	-	-	-	-	345 30	-
Sterling, . . .	-	-	-	-	-	-	-	-	-	-	-	-	213 75	-
Sturbridge, . . .	-	-	-	-	-	-	-	-	-	-	-	-	227 40	-
Sutton, . . .	1	1	42	Taxation,	9	750 00	-	-	-	-	-	-	243 00	-
Templeton, . . .	1	2	50	Taxation,	10	1,250 00	-	-	-	-	-	-	253 05	86 30
Upton, . . .	1	2	60	Taxation,	9	900 00	-	-	-	1	12	180 00	264 78	-
Uxbridge, . . .	1	1	40	Taxation,	10	1,035 00	-	-	-	-	-	-	266 70	35 40
Warren, . . .	1	2	25	Taxation,	10	1,200 00	-	-	-	-	-	-	248 20	-
Webster, . . .	1	2	42	Taxation,	10	1,250 00	-	-	-	-	-	-	333 20	-
Westborough, . . .	1	3	72	Taxation,	9-15	1,400 00	-	-	-	1	35	600 00	296 37	64 00
West Boylston, . . .	-	-	-	-	-	-	-	-	-	-	-	-	273 50	-
West Brookfield, . . .	-	-	-	-	-	-	-	-	-	-	-	-	275 80	34 50
Westminster, . . .	1	1	46	Part by Tax,	5-10	350 62	-	-	-	-	-	-	256 50	-
Winchendon, . . .	1	1	37	Taxation,	9	1,195 50	-	-	-	-	-	-	285 70	50 00
Worcester, . . .	1	11	365	Taxation,	10	3,000 00	3	200	4,000 00	6	1,000	6,000 00	-	-
Total, . . .	38	80	2,368	-	-	\$46,122 78	7	586	\$17,816 .83	34	1,682	\$12,568 00	\$14,803 60	\$737 13

BOARD OF EDUCATION.

RECAPITULATION.

COUNTIES.	Population—State Census, 1875.	Valuation—1875.	No. of Schools.	Amount expended in 1875 for erecting School-houses.	Amount expended in 1875 for repairing School-houses.	No. of different Scholars in Public Schools during the school year.	Avg. attendance in all the Pub. Schools during the school year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.
Barnstable, . . .	32,144	\$16,835,435 00	167	—	\$4,523 00	6,625	5,000	35	1,124
Berkshire, . . .	68,265	40,250,128 00	339	\$1,980 90	6,201 40	14,212	9,175	240	1,315
Bristol, . . .	131,052	117,536,662 00	427	127,421 18	28,770 27	25,259	15,855	146	1,667
Dukes, . . .	4,071	3,021,246 00	24	—	768 52	756	622	11	105
Essex, . . .	223,332	174,272,302 00	645	34,766 85	39,089 36	39,173	28,524	119	3,115
Franklin, . . .	33,696	18,122,573 00	244	1,725 00	4,289 08	6,808	4,909	139	973
Hampden, . . .	94,293	80,094,133 00	362	57,400 00	19,646 86	15,709	10,476	200	1,387
Hampshire, . . .	44,813	27,245,863 00	273	16,612 99	4,340 28	9,367	6,381	146	1,076
Middlesex, . . .	284,072	299,160,880 00	895	209,493 85	66,056 81	55,226	39,810	318	4,779
Nantucket, . . .	3,201	2,446,936 00	12	—	363 00	379	328	8	29
Norfolk, . . .	88,239	97,736,628 00	375	27,810 22	19,341 03	17,586	13,226	109	1,281
Plymouth, . . .	69,352	40,991,609 00	317	10,922 53	10,248 12	13,419	10,314	168	1,096
Suffolk, . . .	364,880	816,955,635 00	547	356,669 74	99,575 54	59,642	44,374	—	4,513
Worcester, . . .	210,242	151,474,149 00	915	19,802 30	38,002 97	41,615	29,909	445	4,753
Total, . . .	1,651,652	\$1,886,144,179 00	5,542	\$864,605 56	\$341,216 24	305,776	218,903	2,084	27,213

SCHOOL RETURNS.

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RECAPITULATION—CONTINUED.

COUNTIES.	No. in the State between 5 and 15 years of age, May 1, 1875.	No. of different persons employed as Teachers in Public Schools.		No. of Teachers from Normal Schools.	Average length of Public Schools for the year, in months and days.	Average of months for the year.	Schools kept less than six months.	Average Wages of Teachers per month, including the value of Board.		Schools, including wages of Teachers, board, fuel, and school-rooms, for the school-year 1875-6.
		Males.	Females.					Males.	Females.	
Barnstable, . . .	5,935	59	180	23	1,354-12	8-2	3	\$67 47	\$32 11	\$62,400 00
Berkshire, . . .	13,889	83	413	57	2,736-15	8-1	3	47 21	29 49	118,851 16
Bristol, . . .	22,690	75	524	96	3,802-17	9-18	-	70 03	35 62	262,138 66
Dukes, . . .	720	8	32	2	158	6-12	2	48 83	24 52	6,260 00
Essex, . . .	40,141	97	861	204	6,060-5	9-8	3	109 35	39 50	510,524 89
Franklin, . . .	6,141	54	362	41	1,690-4	6-19	2	41 80	29 14	56,106 97
Hampden, . . .	17,967	65	483	111	3,086-11	8-10	5	68 46	32 71	226,947 00
Hampshire, . . .	8,961	52	333	48	2,099-9	7-14	4	47 83	29 71	87,609 90
Middlesex, . . .	50,079	158	1,309	323	7,586-2	8-9	7	117 62	41 97	858,143 77
Nantucket, . . .	453	1	12	2	110	9-3	-	150 00	32 98	6,500 00
Norfolk, . . .	17,075	94	445	103	3,552-7	9-9	1	107 00	41 29	245,673 36
Plymouth, . . .	13,028	63	387	97	2,719-14	8-11	1	70 35	33 40	129,051 84
Suffolk, . . .	63,606	209	1,169	22	6,414-15	11-15	-	166 80	56 25	1,417,639 15
Worcester, . . .	40,199	183	1,140	151	7,483-2	8-4	10	74 20	34 81	413,051 89
Total, . . .	300,834	1,201	7,650	1,280	48,854-13	8-16	41	\$84 78	\$35 25	\$4,400,898 59

RECAPITULATION—CONTINUED.

COUNTIES.	Amount of board, fuel, etc., voluntarily con- tributed for Public Schools.	Expenses of superin- tendence by School Committee, including the salary of Super- intendent.	Expenses of printing Reports, etc.	Salary of Superin- tendent of Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from local School Funds.	Income of Funds, ap- propriated to Public Schools at the option of the town, includ- ing tax on Dogs.
Barnstable, . . .	\$150 00	\$2,495 39	\$460 50	\$875 00	\$30,500 00	\$2,210 00	\$1,269 87
Berkshire, . . .	1,497 75	3,861 02	521 25	1,500 00	18,486 16	1,327 61	1,827 27
Bristol, . . .	-	9,809 09	949 46	7,175 00	75,200 00	4,852 00	3,629 47
Dukes, . . .	-	375 76	68 00	-	-	-	-
Essex, . . .	-	15,481 79	3,024 56	7,900 00	500,631 75	30,508 56	6,129 64
Franklin, . . .	1,199 00	2,823 87	427 95	55 00	39,538 67	3,373 46	1,529 26
Hampden, . . .	1,845 50	8,426 57	436 84	5,100 00	178,773 77	11,929 27	3,439 98
Hampshire, . . .	2,101 25	4,281 33	405 45	1,600 00	225,823 37	16,913 72	2,326 58
Middlesex, . . .	-	25,057 01	3,292 39	15,482 00	176,009 67	11,622 89	6,410 61
Nantucket, . . .	-	150 00	29 00	-	34,000 00	2,000 00	-
Norfolk, . . .	10 06	10,571 39	1,004 82	4,930 00	198,166 03	13,347 78	5,452 21
Plymouth, . . .	327 50	5,229 08	1,008 75	1,569 50	170,125 52	11,464 65	3,747 19
Suffolk, . . .	-	34,868 03	2,053 13	6,750 00	96,515 79	4,825 68	12,808 75
Worcester, . . .	1,281 68	16,904 58	2,199 74	7,000 00	177,435 00	10,375 83	8,111 34
Total, . . .	\$8,412 68	\$140,334 91	\$15,881 84	\$59,936 50	\$1,921,205 73	\$124,751 45	\$56,732 17

SCHOOL RETURNS.

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RECAPITULATION—CONCLUDED.

COUNTIES.	HIGH SCHOOLS.				IN CORP. ACADEMIES.			UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1876.	How much of said Fund was used for apparatus and books of reference.
	Number.	No. of Teachers.	No. of Scholars.	Aggregate paid for Salaries of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.		
Barnstable, . . .	10	14	376	\$9,619 00	1	90	\$60 00	1	13	\$300 00	\$3,681 39	\$256 71
Berkshire, . . .	10	20	567	13,184 00	1	23	630 00	17	436	14,155 00	8,219 32	480 97
Bristol, . . .	10	31	1,019	13,700 00	3	258	16,200 00	29	1,032	13,700 00	4,146 66	288 46
Dukes, . . .	1	2	55	666 00	1	60	540 00	-	-	-	1,160 81	22 00
Essex, . . .	26	74	2,021	38,260 00	6	544	24,826 00	44	2,526	21,630 10	8,449 72	415 01
Franklin, . . .	8	14	388	6,652 00	4	228	2,857 00	6	147	1,529 00	6,213 35	214 90
Hampden, . . .	9	33	786	14,915 00	2	615	13,905 00	23	2,204	17,105 00	5,351 26	325 75
Hampshire, . . .	12	22	643	11,575 00	4	580	15,699 16	10	147	2,915 00	5,775 03	215 82
Middlesex, . . .	40	114	3,041	58,447 00	10	750	22,707 75	51	1,975	45,562 50	12,199 18	753 88
Nantucket, . . .	1	2	50	1,350 00	1	100	2,650 00	2	40	75 00	318 91	-
Norfolk, . . .	21	43	1,117	28,825 00	2	250	14,000 00	24	481	9,273 00	5,906 94	337 55
Plymouth, . . .	16	33	968	19,507 62	4	167	1,620 70	18	389	2,648 00	6,787 93	502 35
Suffolk, . . .	10	100	2,427	32,900 00	26	1,525	91,544 38	82	3,441	306,454 00	356 89	60 00
Worcester, . . .	38	80	2,368	46,122 78	7	586	17,816 83	34	1,682	12,568 00	14,803 60	737 13
Total, . . .	212	582	15,826	\$295,723 40	72	5,776	\$225,056 82	341	14,513	\$447,914 60	\$83,350 99	\$4,610 53

EVENING SCHOOLS.

CITIES AND TOWNS.	No. of Schools.	ATTENDANCE.			Time kept.	No. of Teachers.	Expense.
		Males.	Females.	Average.			
Adams,	2	124	63	141	3 months,	5	\$194 10
Attleborough,	1	22	8	16	44 sessions,	2	153 00
Boston,	23	-	-	-	6 months,	-	44,314 10
Brookline,	1	43	20	23	5 "	3	735 00
Cambridge,	8	584	246	418	4 "	51	6,200 00
Canton,	2	90	94	87	32 evenings,	5	351 81
Chelsea,	1	148	85	50	5 months,	5	740 00
Chicopee,	3	99	41	23	4 "	2	591 37
Easthampton,	1	40	-	-	20 evenings,	1	266 00
Fall River,	11	580	322	602	10 weeks,	28	1,715 00
Fitchburg,	2	75	50	75	12 "	10	400 00
Gloucester,	1	16	20	19	5 months,	1	600 00
Haverhill,	2	178	171	186	4 "	21	1,600 00
Holyoke,	15	374	217	348	3 "	15	1,757 00
Hyde Park,	2	70	25	46	-	4	600 00
Lawrence,	2	254	271	287	-	23	1,708 45
Leominster,	1	60	15	35	2 mos. 1 d.,	7	295 91
Lowell,	5	1,070	717	595	16 weeks,	68	5,266 92
Lynn,	1	103	-	68	12 evenings,	3	250 00
Marlborough,	1	68	33	63	5 months,	2	364 00
Medford,	1	38	14	24	3 "	2	309 00
New Bedford,	2	174	86	108	5 "	10	1,200 00
Newburyport,	2	120	139	150	30 evenings,	15	393 67
Newton,	1	55	-	-	10 weeks,	1	200 00
Northampton,	1	38	21	33	11 "	2	110 00
Peabody,	1	50	10	40	3 months,	3	300 00
Pittsfield,	1	115	74	100	16 weeks,	4	767 33
Salem,	4	190	157	164	4½ months,	18	1,017 33
Somerville,*	2	75	40	-	-	-	-
Springfield,	2	240	137	161	12 weeks,	12	984 75
Stoneham,	1	44	31	36	31 evenings,	3	180 00
Taunton,	2	140	47	100	12 weeks,	11	470 64
Ware,	1	75	31	53	33 evenings,	2	109 90
Waltham,	2	58	47	35	4½ months,	6	515 13
Westfield,	1	40	40	50	36 evenings,	5	200 00
Worcester,	5	435	180	288	16 weeks,	14	2,664 93
	114	5,885	3,452	4,424	-	364	\$77,525 34

* Recently organized.

SCHOOL RETURNS.

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RETURNS OF SCHOOLS IN STATE INSTITUTIONS, FOR THE YEAR ENDING AUGUST 31, 1876.

STATE INSTITUTIONS.	Number of Schools in the Institution.	Number of different Scholars of all ages during the year.	Average attendance during the year.	No. under 5 years of age attending School.	No. over 15 years of age attending School.	No. between 5 and 15 years of age remaining in the Institution, August 31, 1876.	No. of Teachers during the Year.		WAGES OF TEACHERS, PER MONTH.		Length of each School in months.
							Males.	Females.	Males.	Females.	
State Primary School at Monson, .	7	652	372	31	21	359	-	7	-	\$21 00	11
State Industrial School at Lancaster, .	3	138	84	-	108	29	-	3	-	29 17	12
State Reform School at Westborough,	8	518	348	-	241	98	3	5	\$150 00	25 00	12

GRADUATED TABLES—FIRST SERIES.

The following Table shows the sums appropriated by the several cities and towns in the State for the education of each child between five and fifteen years of age. The income of the Surplus Revenue, and of other funds held in a similar way, when appropriated to Schools, is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds as were given and are held on the express condition that their income shall be appropriated to schools is not included. Such an appropriation of their income being necessary to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any Fund to its Public Schools, which may be so appropriated or not, at the option of the voters, or when the town has the legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds as generally held. The income of the one *may* be appropriated to schools or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns, to make this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or classes of scholars, and not to benefit equally all that attend the Public Schools. Besides, the value of board and fuel gratuitously furnished is determined by the mere estimate of individuals, and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the table, as necessary to a complete statement of the provision made by the towns for the education of their children.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1875-76; also its rank in a similar scale for 1874-75. It presents the sum appropriated to each child between five and fifteen.

SCHOOL RETURNS.

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GRADUATED TABLES—(FOR THE STATE)—FIRST SERIES.

Table showing the comparative amount of Money appropriated by the different Towns in the State, for the Education of each Child in the Town, between the ages of 5 and 15 years.*

For 1874-75.	For 1873-74.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	MAHANT.	\$43 21	\$3,500 00	-	-	81	-
2	2	Brookline.	35 35.5	40,800 00	-	-	1,154	-
4	3	Arlington.	31 82.4	22,500 00	-	-	707	-
3	4	Newton.	29 08.7	81,566 47	\$1,185 60	\$82,752 07	2,845	-
5	5	Watertown.	26 62.1	23,480 00	-	-	882	-
11	6	Medford.	23 16.9	26,621 00	-	-	1,149	-
6	7	Boston.	22 71.6	1,355,999 59	12,748 75	1,368,748 24	60,255	-
17	8	Cambridge.	22 33.1	181,504 47	-	-	8,128	-
12	9	Milton.	22 18.1	12,000 00	-	-	541	-
7	10	Belmont.	22 03.9	8,000 00	-	-	363	-
10	11	Lexington.	20 59.4	10,750 00	-	-	523	-
8	12	Springfield.	20 46.6	116,000 00	-	-	5,668	-
9	13	Weston.	20 01.6	3,703 00	-	-	185	-
14	14	Winchester.	19 48.2	11,202 00	-	-	575	-
30	15	Lancaster.	19 47.7	5,706 95	-	-	293	\$429 01
16	16	Walpole.	19 40.1	7,000 00	181 25	7,181 25	365	-
18	17	Chelsea.	19 28.6	56,739 56	-	-	2,942	-
22	18	Somerville.	19 25.6	70,959 00	-	-	3,685	-

* Compare the rank of Towns in this Table with their rank in the next or Second Series of Tables, showing the percentage of taxable property appropriated for Schools.

Showing the comparative amount of Money appropriated by the different Towns in the State—Continued.

For 1874-75.	For 1875-76.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
24	19	Haverhill,	\$18 52.6	\$47,700 00	\$430 00	\$48,130 00	2,598	-
25	20	Swampscott,	18 27.6	7,000 00	-	-	383	-
26	21	Malden,	18 07.9	35,000 00	-	-	1,936	-
27	22	Reading,	17 55.4	9,426 61	-	-	537	-
28	23	Dedham,	17 51.3	19,825 00	-	-	1,132	-
29	24	Peabody,	17 51.1	24,700 00	586 60	25,286 60	1,444	-
30	25	Everett,	17 41.8	11,458 33	385 92	11,844 25	680	-
31	26	Concord,	17 14	8,500 00	70 00	8,570 00	500	-
32	27	Westfield,	16 99.3	21,700 00	-	-	1,277	\$500 00
33	28	Waltham,	16 96.8	28,239 30	471 10	28,710 40	1,692	-
34	29	Fairhaven,	16 93.6	6,000 00	181 56	6,181 56	365	-
35	30	Melrose,	16 86	14,414 48	-	-	855	-
36	31	New Bedford,	16 54.3	65,371 63	833 32	66,204 95	4,002	-
37	32	Framingham,	16 53.8	15,000 00	363 95	15,363 95	929	-
38	33	Lincoln,	16 36.2	2,200 00	90 63	2,290 63	140	-
39	34	Boxborough,	16 17.6	1,019 11	-	-	63	-
40	35	Stoneham,	16 09.3	14,500 00	-	-	901	-
41	36	Salem,	15 85.1	72,658 53	1,653 98	74,312 51	4,688	-
42	37	Needham,	15 81.8	13,500 00	515 19	14,015 19	886	-
43	38	South Hadley,	15 62.8	9,000 00	189 00	9,189 00	588	-
44	39	Norwood,	15 60.6	6,398 36	-	-	410	-
45	40	Hingham,	15 32.8	12,308 25	-	-	803	-
46	41	Sudbury,	15 18	3,000 00	112 00	3,112 00	205	-
47	42	North Andover,	15 12.3	8,000 00	-	-	529	-
48	43	Lowell,	15 06.3	110,625 00	-	-	7,344	-
49	44	Fitchburg,	14 91.3	35,000 00	-	-	2,347	-

SCHOOL RETURNS.

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146	45	Falmouth,	\$14 82.2	\$4,600 00	\$113 28	\$4,713 28	318	-
149	46	Bradford,	14 70.6	6,000 00	-	-	408	-
66	47	Woburn,	14 60.9	31,000 00	-	-	2,122	-
97	48	Lynn,	14 55.1	84,921 96	-	-	5,836	-
36	49	Quincy,	14 48	25,000 00	-	-	1,727	-
161	50	Nantucket,	14 35	6,500 00	-	-	453	-
79	51	Barre,	14 34.3	5,100 00	250 00	5,350 00	373	-
64	52	Stockbridge,	14 32.7	5,000 00	-	-	349	-
48	53	Shelburne,	14 28.1	3,500 00	70 46	3,570 46	250	\$83 00
63	54	New Braintree,	14 22	1,551 78	69 26	1,621 04	114	-
100	55	Saugus,	14 19.2	6,500 00	-	-	458	-
71	56	Foxborough,	14 18.2	6,500 00	350 00	6,850 00	483	-
47	57	Kingston,	13 93.4	3,600 00	92 38	3,692 38	265	-
90	58	Longmeadow,	13 93.3	3,600 00	120 01	3,720 01	267	-
83	59	Brookfield,	13 79.8	5,550 00	258 94	5,808 94	421	110 00
91	60	Yarmouth,	13 78.5	4,500 00	76 72	4,576 72	332	-
59	61	Holbrook,	13 71.1	5,000 00	143 97	5,143 97	375	-
58	62	Barstable,	13 70.4	10,000 00	538 61	10,538 61	769	-
87	63	Southborough,	13 66.4	5,000 00	110 29	5,110 29	374	-
62	64	Plymouth,	13 61.7	15,500 00	417 81	15,917 81	1,169	-
70	65	Colasset,	13 49.6	5,900 00	348 58	6,248 58	463	-
170	66	Bedford,	13 39.2	1,700 00	108 00	1,808 00	135	-
55	67	Georgetown,	13 07.5	4,500 00	154 88	4,654 88	356	-
147	68	Northborough,	13 00.8	3,200 00	-	-	246	65 00
34	69	Greenfield,	12 96.8	9,000 00	-	-	694	-
56	70	Worcester,	12 93.5	123,788 76	-	-	9,570	-
31	71	Lunenburg,	12 87.9	2,032 60	41 00	2,073 60	161	70 00
82	72	Wellfleet,	12 83.7	5,000 00	45 00	5,045 00	393	-
44	73	Amherst,	12 80.1	8,500 00	140 93	8,640 93	675	-
88	74	Bridgewater,	12 79	8,700 00	278 68	8,978 68	702	-
98	75	Northampton,	12 74.3	28,000 00	188 21	28,188 21	2,212	-
132	76	Littleton,	12 56.3	2,100 00	123 69	2,223 69	177	-

Showing the comparative amount of Money appropriated by the different Towns in the State—Continued.

For 1874-75.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
67	Lynnfield,	\$12 54.9	\$1,500 00	\$93 79	\$1,593 79	127	-
61	Revere,	12 49.1	3,500 00	60 00	3,560 00	285	\$10 00
86	Wrentham,	12 45.3	5,000 00	280 20	5,280 20	424	-
46	Wakefield,	12 34	12,500 00	-	-	1,013	-
165	Boylston,	12 32	1,525 00	101 23	1,626 23	132	-
95	Canton,	12 32	10,900 00	545 65	11,445 65	929	-
232	Dracut,	12 30.9	2,400 00	258 78	2,658 78	216	-
205	Ipswich,	12 28.4	6,000 00	252 42	6,252 42	509	-
93	Sherborn,	12 26.6	2,000 00	72 98	2,072 98	169	-
107	Leicester,	12 24.9	5,600 00	316 38	5,916 38	483	-
118	Halifax,	12 24.5	900 00	42 84	942 84	77	-
121	Weymouth,	12 21.7	22,500 00	1,152 66	23,652 66	1,936	-
81	Beverly,	12 18.4	17,283 00	347 00	17,630 00	1,447	-
168	Holliston,	12 12.4	6,300 00	283 29	6,583 29	543	-
39	Medfield,	12 12.4	2,000 00	109 55	2,109 55	174	-
105	Shirley,	12 11.5	3,000 00	101 38	3,101 38	256	-
52	Burlington,	12 08.8	1,100 00	-	-	91	-
72	Gloucester,	12 04	40,500 00	732 03	41,232 03	3,425	-
103	Tewksbury,	12 00.6	2,200 00	141 12	2,341 12	195	-
19	Hyde Park,	11 93.6	15,600 00	-	-	1,307	-
145	Braintree,	11 90.5	7,800 00	510 00	8,310 00	698	-
45	Groton,	11 85.7	5,300 00	-	-	447	-
152	Southampton,	11 84	1,800 00	319 21	2,119 21	179	-
173	Pepperell,	11 83.1	3,700 00	500 00	4,200 00	355	-
112	Chelmsford,	11 79.6	5,500 00	292 03	5,792 03	491	-
136	Dover,	11 78	1,200 00	119 40	1,319 40	112	-

SCHOOL RETURNS.

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135	Raynham, .	.	.	\$11 68.3	\$3,500 00	\$261 89	\$3,761 89	322	-
140	Wayland, .	.	.	11 67	3,150 00	117 00	3,267 00	280	-
137	Danvers, .	.	.	11 66.2	13,100 00	346 75	13,446 75	1,153	-
155	Wilmington, .	.	.	11 61.8	1,550 00	99 75	1,649 75	142	-
89	Sandwich, .	.	.	11 61.2	7,500 00	245 06	7,745 06	667	\$150 00
162	Lakeville, .	.	.	11 59.4	2,400 00	-	-	207	-
96	Bellingham, .	.	.	11 54.1	2,000 00	262 13	2,262 13	196	-
108	Warren, .	.	.	11 49.4	5,400 00	255 21	5,655 21	492	-
127	Manchester, .	.	.	11 45	3,000 00	-	-	262	-
122	Taunton, .	.	.	11 44	44,000 00	-	-	3,846	-
109	Pittsfield, .	.	.	11 43.7	27,267 16	-	-	2,384	-
125	Leominster, .	.	.	11 42.3	8,750 00	-	-	766	-
154	Uxbridge, .	.	.	11 30	6,300 00	220 00	6,520 00	577	-
166	Sterling, .	.	.	11 29.1	3,200 00	198 56	3,398 56	301	-
53	Winthrop, .	.	.	11 29	1,400 00	-	-	124	-
113	Westminster, .	.	.	11 27.8	3,000 00	-	-	266	-
84	Newburyport, .	.	.	11 24	29,258 59	-	-	2,603	-
124	Dunstable, .	.	.	11 23.6	1,000 00	-	-	89	-
78	Petersham, .	.	.	11 20.1	2,250 00	120 30	2,370 30	210	200 00
68	Upton, .	.	.	11 18.3	4,272 00	-	-	382	-
120	Brookton, .	.	.	11 13	21,599 00	326 00	21,925 00	1,970	-
124	South Abington, .	.	.	11 11.2	4,500 00	155 90	4,655 90	419	-
203	Norfolk, .	.	.	11 10.1	1,800 00	131 54	1,931 54	174	-
69	Tyngsborough, .	.	.	10 93.5	1,050 00	-	-	96	-
149	Lawrence, .	.	.	10 92.7	61,714 41	-	-	5,648	-
141	Sunderland, .	.	.	10 92	1,700 00	69 00	1,769 00	162	-
115	Athol, .	.	.	10 91.7	6,559 32	361 77	6,921 09	634	-
50	Huntington, .	.	.	10 85.5	2,000 00	84 20	2,084 20	192	-
73	Shrewsbury, .	.	.	10 83	3,000 00	-	-	277	-
110	Carlisle, .	.	.	10 82.9	800 00	77 18	877 18	81	-
123	Rehoboth, .	.	.	10 82.6	3,200 00	307 56	3,507 56	824	-
288	Fall River, .	.	.	10 80	86,684 31	-	-	8,026	-

Showing the comparative amount of Money appropriated by the different Towns in the State—Continued.

For 1874-75.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
For 1873-75.							
222	Stoughton,	\$10 74.2	\$11,000 00	—	—	1,024	—
160	Orleans,	10 72.1	2,500 00	\$19 49	\$2,519 49	235	—
248	Chatham,	10 60.2	4,500 00	48 59	4,548 59	429	—
51	Ashland,	10 59.5	4,350 00	396 72	4,746 72	448	—
111	Andover,	10 59.1	9,500 00	—	—	897	—
283	Truro,	10 57	1,800 00	18 00	1,818 00	172	—
130	Paxton,	10 54.6	1,200 00	76 07	1,276 07	121	—
114	Greenwich,	10 52.6	1,000 00	—	—	95	—
183	Salisbury,	10 49.4	7,000 00	157 26	7,157 26	682	—
144	Easton,	10 41.7	7,874 39	365 40	8,239 79	791	—
75	Seekonk,	10 37.7	2,000 00	148 00	2,148 00	207	—
119	Franklin,	10 36.3	6,000 00	—	—	579	—
297	Agawam,	10 36.2	4,000 00	—	—	386	\$16 00
256	Heath,	10 35	1,200 00	—	—	116	8 00
117	Stow,	10 34.9	1,900 00	97 34	1,997 34	193	—
143	Charlton,	10 32.5	3,500 00	—	—	339	—
142	Great Barrington,	10 27.8	8,700 00	252 29	8,952 29	871	100 00
157	Montague,	10 23.9	6,000 00	—	—	586	—
129	East Bridgewater,	10 23.2	5,250 00	183 23	5,433 23	531	234 00
230	Windsor,	10 22.7	900 00	—	—	88	54 00
85	Granby,	10 22.2	1,500 00	64 00	1,564 00	153	—
215	Charlemont,	10 20	1,500 00	60 59	1,560 59	153	—
104	Swansea,	10 19.5	2,344 84	—	—	230	—
172	Attleborough,	10 19.3	15,300 00	—	—	1,501	—
171	Westborough,	10 09.2	7,275 00	334 05	7,609 05	754	—
193	Ayer,	10 09	3,500 00	—	—	347	—

SCHOOL RETURNS.

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182	Acushnet,	\$10	05.3	\$1,800	00	\$110	04	\$1,910	04	190	-
293	Hancock,	10	03.7	1,000	00	74	00	1,074	00	107	\$50 00
200	Deerfield,	10	03.1	6,000	00	450	13	6,450	13	643	-
178	North Brookfield,	9	99.5	7,000	00	606	21	7,606	21	761	-
159	Orange,	9	94.9	3,900	00	-	-	-	-	392	-
195	Marblehead,	9	94.8	14,869	95	499	48	15,369	43	1,545	-
191	North Reading,	9	94.5	1,800	00	-	-	-	-	181	-
272	Egremont,	9	94.4	1,200	00	82	79	1,282	79	129	-
94	West Springfield,	9	91.2	7,800	00	268	28	8,068	28	814	-
80	Methuen,	9	79	7,000	00	-	-	-	-	715	-
214	Medway,	9	78.9	7,500	00	458	36	7,958	36	813	-
138	Conway,	9	78.3	2,700	00	182	57	2,982	57	276	78 00
148	Marshfield,	9	74.7	2,800	00	-	-	-	-	306	-
184	Edgartown,	9	72.2	3,500	00	-	-	-	-	360	-
99	Douglas,	9	67.8	4,000	00	190	74	4,190	74	433	-
190	Maynard,	9	67.6	3,200	00	186	62	3,386	62	350	-
271	Royalston,	9	65.2	1,600	00	417	44	2,017	44	209	-
126	Rutland,	9	64.6	2,064	25	-	-	-	-	214	-
175	Hopkinton,	9	63.9	10,000	00	439	47	10,439	47	1,083	-
194	Lenox,	9	63.5	3,700	00	-	-	-	-	384	100 00
284	Middlefield,	9	62.1	1,150	00	139	23	1,289	23	134	-
320	Spencer,	9	61.6	9,000	00	366	00	9,366	00	974	-
277	Randolph,	9	60	8,650	00	-	-	-	-	901	-
164	Dartmouth,	9	58.4	4,500	00	359	28	4,859	28	507	-
106	Natick,	9	58.2	14,000	00	-	-	-	-	1,461	-
169	Chicopee,	9	54	23,975	00	-	-	-	-	2,513	-
263	Eastham,	9	52.4	1,200	00	-	-	-	-	126	-
174	Harvard,	9	45	2,400	00	-	-	-	-	254	-
185	Acton,	9	43.9	2,500	00	190	08	2,690	08	285	-
253	Hubbardston,	9	43.4	2,500	00	-	-	-	-	265	-
224	Northbridge,	9	43.4	7,800	00	284	62	8,084	62	857	-
158	Boxford,	9	42.2	1,000	00	196	55	1,196	55	127	-

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Showing the comparative amount of Money appropriated by the different Towns in the State—Continued.

For 1874-75.	For 1875-76.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
150	193	Marlborough,	\$9 41.5	\$19,000 00	—	—	2,018	—
163	194	Templeton, .	9 38.4	4,700 00	\$189 14	\$4,889 14	521	—
229	195	Princeton, .	9 38.2	1,700 00	129 47	1,829 47	195	—
186	196	Ashby, .	9 37.7	1,500 00	66 00	1,566 00	167	—
247	197	Gardner, .	9 36.5	6,500 00	299 43	6,799 43	726	—
179	198	Townsend, .	9 34.9	3,375 00	—	—	361	—
188	199	Mattapoisett,	9 34	2,100 00	48 14	2,148 14	230	—
177	200	Hudson, .	9 32.5	7,000 00	180 00	7,180 00	770	—
209	201	Brewster, .	9 32.2	2,200 00	—	—	236	—
213	202	Carver, .	9 30.6	1,800 00	98 37	1,898 37	204	—
257	203	Northfield, .	9 26.6	2,500 00	455 76	2,955 76	319	—
187	204	Cheshire, .	9 26.5	3,300 00	100 40	3,400 40	367	—
237	205	West Newbury,	9 21.8	3,715 19	—	—	403	—
216	206	Hanover, .	9 21.3	3,000 00	141 72	3,141 72	341	—
181	207	Mansfield, .	9 18.4	4,500 00	—	—	490	—
199	208	Dighton, .	9 17.8	2,750 00	177 71	2,927 71	319	—
252	209	Brimfield, .	9 17.4	2,000 00	—	—	218	—
192	210	Warwick, .	9 16	1,200 00	—	—	131	—
267	211	Wilbraham, .	9 13.9	3,200 00	501 40	3,701 40	405	\$40 00
223	212	Wendell, .	9 13.6	700 00	40 00	740 00	81	—
198	213	Dana, .	9 12.6	1,000 00	58 61	1,058 61	116	—
234	214	West Bridgewater,	9 06.2	3,000 00	226 12	3,226 12	356	—
151	215	Sturbridge, .	9 04.4	3,500 00	—	—	387	—
156	216	Wenham, .	9 03.6	1,500 00	—	—	166	—
139	217	Berkley, .	9 00.8	1,200 00	106 19	1,306 19	145	—
202	218	Clinton, .	8 98.6	13,011 23	—	—	1,448	—

SCHOOL RETURNS.

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[illegible]

Showing the comparative amount of Money appropriated by the different Towns in the State—Continued.

For 1874-75.	For 1873-74.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the sup- port of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	T O T A L.	No. of Children between 5 and 15 years of age.	Amount contrib- uted for board and fuel.
128	251	Westport,	\$8 22.9	\$4,000 00	\$344 97	\$4,344 97	528	-
250	252	Rowley,	8 21.6	1,561 26	106 65	1,667 91	203	-
311	253	Granville,	8 18.5	2,300 00	-	-	281	\$15 00
274	254	Cummington,	8 18.3	1,300 00	42 10	1,342 10	164	448 00
291	255	Hawley,	8 16.3	1,200 00	-	-	147	-
233	256	Monson,	8 16	4,800 00	496 03	5,296 03	649	-
261	257	Hadley,	8 08.3	3,500 00	-	-	433	-
206	258	Gill,	8 08	800 00	-	-	99	140 00
167	259	Norton,	8 07.2	2,000 00	284 45	2,284 45	283	-
228	260	Grafton,	8 05.6	7,500 00	-	-	931	-
328	261	Peru,	8 05.2	800 00	37 42	837 42	104	21 50
281	262	Alford,	8 03.6	420 00	30 00	450 00	56	-
273	263	Newbury,	8 03.6	1,700 00	108 20	1,808 20	225	-
285	264	Hamilton,	8 00.6	1,000 00	80 85	1,080 85	135	-
260	265	Chester,	8 00	2,072 00	-	-	259	48 00
208	266	Ludlow,	8 00	1,800 00	-	-	225	-
266	267	Duxbury,	7 92.7	3,000 00	218 18	3,218 18	406	-
294	268	Sharon,	7 88.1	1,800 00	343 73	2,143 73	272	-
74	269	Shutesbury,	7 88.1	800 00	27 57	827 57	105	-
275	270	Harwich,	7 86.2	5,000 00	63 00	5,063 00	644	-
204	271	Southbridge,	7 71.3	8,600 00	-	-	1,115	-
134	272	Hull,	7 69.2	500 00	-	-	65	-
241	273	Pelham,	7 64.1	900 00	52 81	952 81	126	-
300	274	Marion,	7 60.4	1,200 00	54 76	1,254 76	165	-
236	275	South Scituate,	7 58.5	2,300 00	150 00	2,450 00	323	-
240	276	Rockland,	7 58.1	7,000 00	262 34	7,262 34	958	-

SCHOOL RETURNS.

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276	Holden,	277	\$7 49.6	\$3,000 00	\$215 78	\$3,215 78	429	-
290	Phillipston,	278	7 49.1	1,000 00	86 21	1,086 21	145	-
259	Winchendon,	279	7 48	5,415 00	-	-	724	-
315	Sheffield,	280	7 44.4	3,100 00	376 28	3,476 28	467	-
338	Florida,	281	7 43.5	800 00	50 00	850 00	115	-
221	New Salem,	282	7 41.4	1,000 00	30 57	1,030 57	139	-
325	Leyden,	283	7 36.8	700 00	-	-	95	\$72 00
210	Coleraine,	284	7 33.8	2,406 97	-	-	328	298 00
279	Whately,	285	7 33	1,400 00	-	-	191	-
331	Blandford,	286	7 32.8	1,200 00	82 32	1,282 32	175	931 50
314	Monroe,	287	7 31.7	300 00	-	-	41	-
244	Millbury,	288	7 26.1	7,000 00	-	-	964	-
220	Williamstown,	289	7 25.2	5,200 00	-	-	717	-
242	New Marlborough,	290	7 24.2	2,500 00	324 32	2,824 32	390	74 75
278	Hardwick,	291	7 23	3,000 00	188 61	3,188 61	441	-
289	Westhampton,	292	7 18.5	1,100 00	49 58	1,149 58	160	36 00
92	Belchertown,	293	7 12.4	3,000 00	237 19	3,237 19	453	-
255	Oakham,	294	7 12	1,000 00	153 45	1,153 45	162	-
212	Middleton,	295	7 08	1,600 00	-	-	226	-
308	Mashpee,	296	7 07.8	500 00	45 00	545 00	77	-
319	Holland,	297	7 05.1	400 00	23 06	423 06	60	-
286	Hanson,	298	7 05	1,600 00	-	-	227	-
282	Rockport,	299	6 95.8	5,309 00	-	-	763	-
218	Rochester,	300	6 92.7	1,200 00	74 52	1,274 52	184	-
301	Topsfield,	301	6 92.2	1,500 00	128 63	1,628 63	235	-
287	Sandisfield,	302	6 91.6	1,500 00	70 02	1,570 02	227	-
280	Blackstone,	303	6 89.8	7,000 00	346 85	7,346 85	1,065	440 00
312	Auburn,	304	6 81.8	1,800 00	-	-	264	-
302	Goshen,	305	6 81.8	450 00	-	-	66	225 25
133	Holyoke,	306	6 81.3	21,250 00	764 16	22,014 16	3,231	-
235	Pembroke,	307	6 74.3	1,500 00	98 00	1,598 00	237	93 50
310	Hinsdale,	308	6 71.4	2,350 00	-	-	350	-

Showing the comparative amount of Money appropriated by the different Towns in the State—Continued.

For 1874-75.	T O W N S.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	T O T A L.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
305	Hatfield,	\$6 71	\$2,000 00	\$86 70	\$3,086 70	311	-
298	West Boylston,	6 61.8	3,500 00	285 58	3,785 58	572	\$260 00
321	Savoy,	6 61.1	800 00	-	-	121	-
313	Prescott,	6 59.2	600 00	26 27	626 27	95	-
249	Rowe,	6 52.4	900 00	33 00	933 00	143	-
329	Russell,	6 52.2	750 00	-	-	115	-
295	Ashfield,	6 51.4	1,500 00	50 43	1,550 43	238	480 00
306	Barnardston,	6 49.3	1,000 00	-	-	154	-
335	Washington,	6 48.8	1,000 00	64 10	1,064 10	164	65 00
324	Groveland,	6 47.1	2,433 00	-	-	376	-
322	Lanesborough,	6 45.2	2,000 00	-	-	310	-
227	Southwick,	6 35.6	1,000 00	99 55	1,099 55	173	-
317	Plympton,	6 32.6	1,000 00	100 69	1,100 69	174	-
304	Mount Washington,	6 19.6	300 00	16 00	316 00	51	-
243	Bolton,	6 18.6	1,200 00	-	-	194	-
288	Worthington,	6 09.2	700 00	218 87	918 87	151	585 00
332	Tolland,	6 08.8	500 00	29 64	529 64	87	245 00
299	Otis,	6 07.3	1,000 00	81 13	1,081 13	178	-
318	Berlin,	6 04.2	1,100 00	102 83	1,202 83	199	-
327	Monterey,	5 99.7	800 00	133 52	933 52	159	248 00
328	Chesterfield,	5 98.1	900 00	50 96	950 96	159	410 00
116	Chilmark,	5 88.2	500 00	-	-	85	-
334	West Stockbridge,	5 82.7	2,500 00	-	-	429	-
330	Buckland,	5 51.5	2,000 00	117 79	2,117 79	384	-
333	Wales,	5 37.9	800 00	71 37	871 37	162	-
309	Tyringham,	5 35.7	600 00	-	-	112	-

SCHOOL RETURNS.

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337	Becket, .	\$5 12.8	\$1,500 00	\$95 00	\$1,595 00	\$311	-
292	Clarksburg, .	5 12.8	800 00	-	-	156	-
296	Williamsburg, .	5 04.6	2,500 00	123 09	2,623 09	519	-
264	Sutton, .	4 78	3,500 00	141 89	3,641 89	762	\$120 00
327	New Ashford, .	3 52.6	114 00	20 00	134 00	38	-
339	Richmond, .	3 37.6	800 00	-	-	237	-
340	Gay Head, .	3 00	90 00	-	-	30	-
-	Merrimac, *	-	-	-	-	-	-

* Returns included with Amesbury.

GRADUATED TABLES — (COUNTY TABLES) — FIRST SERIES.

Table showing the comparative amount of Money appropriated by the different Towns in each of the Counties in the State, for the education of each Child in the Town, between the ages of 5 and 15 years.

BARNSTABLE COUNTY.

		TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
For 1874-75.	For 1875-76.							
5	1	FALMOUTH.	\$14 82.2	\$4,600 00	\$113 28	\$4,713 28	318	-
4	2	Yarmouth,	13 78.5	4,500 00	76 72	4,576 72	332	-
1	3	Barnstable,	13 70.4	10,000 00	538 61	10,538 61	769	-
2	4	Wellfleet,	12 83.7	5,000 00	45 00	5,045 00	393	-
3	5	Sandwich,	11 61.2	7,500 00	245 06	7,745 06	667	\$150 00
6	6	Orleans,	10 72.1	2,500 00	19 49	2,519 49	235	-
9	7	Chatham,	10 60.2	4,500 00	48 59	4,548 59	429	-
13	8	Truro,	10 57	1,800 00	18 00	1,818 00	172	-
11	9	Eastham,	9 52.4	1,200 00	-	-	126	-
8	10	Brewster,	9 32.2	2,200 00	-	-	236	-
10	11	Dennis,	8 72.4	5,500 00	57 12	5,557 12	637	-
7	12	Provincetown,	8 44.4	7,600 00	-	-	900	-
12	13	Harwich,	7 86.2	5,000 00	63 00	5,063 00	644	-
14	14	Mashpee,	7 07.8	500 00	45 00	545 00	77	-

BERKSHIRE COUNTY.

1	2							
1	1	STOCKBRIDGE,	\$14 32.7	\$5,000 00	-	-	349	-
2	2	Pittsfield,	11 43.7	27,267 16	-	-	2,384	-

SCHOOL RETURNS.

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	\$	10	27.8	\$8,700	\$252	\$8,952	29	871	\$100
Great Barrington,	.	.	.	00	-	-	-	871	00
Windsor,	10	22.7	900	-	-	-	88	54
Hancock, . . . . .	.	10	03.7	1,000	74	1,074	00	107	00
Egremont, . . . . .	.	9	94.4	1,200	82	1,282	79	129	-
Lenox, . . . . .	.	9	63.5	3,700	-	-	-	384	100
Cheshire, . . . . .	.	9	26.5	3,300	100	3,400	40	367	-
Dalton, . . . . .	.	8	98.2	3,000	-	-	-	334	59
Lee, . . . . .	.	8	74.4	7,100	-	-	-	812	50
Adams, . . . . .	.	8	66.9	28,800	-	-	-	3,322	-
Peru, . . . . .	.	8	05.2	800	37	837	42	104	21
Alford, . . . . .	.	8	03.6	420	30	450	00	56	-
Sheffield, . . . . .	.	7	44.4	3,100	376	3,476	28	467	-
Florida, . . . . .	.	7	43.5	800	50	850	00	115	-
Williamstown, . . . . .	.	7	25.2	5,200	-	-	-	717	-
New Marlborough, . . . . .	.	7	24.2	2,500	324	2,824	32	390	74
Sandisfield, . . . . .	.	6	91.6	1,500	70	1,570	02	227	440
Hinsdale, . . . . .	.	6	71.4	2,350	-	-	-	350	-
Savoy, . . . . .	.	6	61.1	800	-	-	-	121	260
Washington, . . . . .	.	6	48.8	1,000	64	1,064	10	164	65
Lanesborough, . . . . .	.	6	45.2	2,000	-	-	-	310	-
Mount Washington, . . . . .	.	6	19.6	300	16	316	00	51	-
Otis, . . . . .	.	6	07.3	1,000	81	1,081	13	178	-
Monterey, . . . . .	.	5	99.7	800	153	953	52	159	248
West Stockbridge, . . . . .	.	5	82.7	2,500	-	-	-	429	-
Tyringham, . . . . .	.	5	35.7	600	-	-	-	112	-
Becket, . . . . .	.	5	12.8	1,500	95	1,595	00	311	-
Clarksburg, . . . . .	.	5	12.8	800	-	-	-	156	-
New Ashford, . . . . .	.	3	52.6	114	20	134	00	38	-
Richmond, . . . . .	.	3	37.6	800	-	-	-	237	-

BRISTOL COUNTY.

For 1874-75.	For 1875-76.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
2	1	FAIRHAVEN,	\$16 93.6	\$6,000 00	\$181 56	\$6,181 56	365	-
1	2	New Bedford,	16 54.3	65,371 63	833 32	66,204 95	4,002	-
8	3	Raynham,	11 68.3	3,500 00	261 89	3,761 89	322	-
5	4	Taunton,	11 44	44,000 00	-	-	3,846	-
6	5	Rehoboth,	10 82.6	3,200 00	307 56	3,507 56	324	-
19	6	Fall River,	10 80	86,684 31	-	-	8,026	-
10	7	Easton,	10 41.7	7,874 39	365 40	8,239 79	791	-
3	8	Seekonk,	10 37.7	2,000 00	148 00	2,148 00	207	-
4	9	Swansea,	10 19.5	2,344 84	-	-	230	-
13	10	Attleborough,	10 19.3	15,300 00	-	-	1,501	-
15	11	Acushnet,	10 05.3	1,800 00	110 04	1,910 04	190	-
11	12	Dartmouth,	9 58.4	4,500 00	359 28	4,859 28	507	-
14	13	Mansfield,	9 18.4	4,500 00	-	-	490	-
16	14	Dighton,	9 17.8	2,750 00	177 71	2,927 71	319	-
9	15	Berkley,	9 00.8	1,200 00	106 19	1,306 19	145	-
18	16	Freetown,	8 74	1,800 00	149 10	1,949 10	223	-
17	17	Somerset,	8 47.4	3,313 49	-	-	391	-
7	18	Westport,	8 22.9	4,000 00	344 97	4,344 97	528	-
12	19	Norton,	8 07.2	2,000 00	284 45	2,284 45	283	-

DUKES COUNTY.

1	1	EDGARTOWN,	\$9 72.2	\$3,500 00	-	-	360	-
2	2	Gosnold,	8 94.7	170 00	-	-	19	-

SCHOOL RETURNS.

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3	Tisbury,	\$8 84.9	\$2,000 00	-	-	226
4	Chilmark,	5 88.2	500 00	-	-	85
5	Gay Head,	3 00	90 00	-	-	30

ESSEX COUNTY.

1	MAHANT,	\$43 21	\$3,500 00	-	-	81
3	Haverhill,	18 52.6	47,700 00	\$430 00	\$48,130 00	2,598
2	Swampscott,	18 27.6	7,000 00	-	-	383
4	Peabody,	17 51.1	24,700 00	586 60	25,286 60	1,444
7	Salem,	15 85.1	72,658 53	1,653 98	74,312 51	4,688
5	North Andover,	15 12.3	8,000 00	-	-	529
6	Bedford,	14 70.6	6,000 00	-	-	408
14	Lynn,	14 55.1	84,921 96	-	-	5,836
15	Saugus,	14 19.2	6,500 00	-	-	458
8	Georgetown,	13 07.5	4,500 00	154 88	4,654 88	356
9	Lynnfield,	12 54.9	1,500 00	93 79	1,593 79	127
25	Ipswich,	12 28.4	6,000 00	252 42	6,252 42	509
12	Beverly,	12 18.4	17,283 00	347 00	17,630 00	1,447
10	Gloucester,	12 04	40,500 00	732 03	41,232 03	3,425
18	Danvers,	11 66.2	13,100 00	346 75	13,446 75	1,153
17	Manchester,	11 45	3,000 00	-	-	262
13	Newburyport,	11 24	29,258 59	-	-	2,603
19	Lawrence,	10 92.7	61,714 41	-	-	5,648
16	Andover,	10 59.1	9,500 00	-	-	897
22	Salisbury,	10 49.4	7,000 00	157 26	7,157 26	682
23	Marblehead,	9 94.8	14,869 95	499 48	15,369 43	1,545
11	Methuen,	9 79	7,000 00	-	-	715
21	Boxford,	9 42.2	1,000 00	196 55	1,196 55	127
27	West Newbury,	9 21.8	3,715 19	-	-	403

ESSEX COUNTY—CONCLUDED.

For 1874-75.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
For 1875-76.							
20	Wenham,	\$9 03.6	\$1,500 00	—	—	166	—
24	Essex, .	8 98.2	3,000 00	—	—	334	—
29	Amesbury, .	8 88.6	10,000 00	\$254 57	\$10,254 57	1,154	—
28	Rowley, .	8 21.6	1,561 26	106 65	1,667 91	203	—
30	Newbury, .	8 03.6	1,700 00	108 20	1,808 20	225	—
32	Hamilton, .	8 00.6	1,000 00	80 85	1,080 85	135	—
26	Middleton, .	7 08	1,600 00	—	—	226	—
31	Rockport, .	6 95.8	5,309 00	—	—	763	—
33	Topsheld, .	6 92.2	1,500 00	128 63	1,628 63	235	—
34	Groveland, .	6 47.1	2,433 00	—	—	376	—
—	Merrimac,*	—	—	—	—	—	—

FRANKLIN COUNTY.

2	SHELBURNE	\$14 28.1	\$3,500 00	\$70 46	\$3,570 46	250	\$83 00
1	Greenfield, .	12 96.8	9,000 00	—	—	694	—
5	Sunderland, .	10 92	1,700 00	69 00	1,769 00	162	—
16	Heath, .	10 35	1,200 00	—	—	116	8 00
6	Montague, .	10 23.9	6,000 00	—	—	586	—
12	Charlemont, .	10 20	1,500 00	60 59	1,560 59	153	—
9	Deerfield, .	10 03.1	6,000 00	450 13	6,450 13	643	—
7	Orange, .	9 94.9	3,900 00	—	—	392	—
4	Conway, .	9 78.3	2,700 00	—	—	276	78 00
17	Northfield, .	9 26.6	2,500 00	455 76	2,955 76	319	—

SCHOOL RETURNS.

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8	Warwick,	\$9 16	\$1,200 00	-	-	131	\$40 00
14	Wendell,	9 13.6	700 00	\$40 00	\$740 00	81	-
19	Erving,	8 57	1,200 00	76 92	1,276 92	149	-
18	Leverett,	8 37.6	1,000 00	47 04	1,047 04	125	-
21	Hawley,	8 16.3	1,200 00	-	-	147	-
10	Gill,	8 08	800 00	-	-	99	140 00
3	Shutesbury,	7 88.1	800 00	27 57	827 57	105	-
13	New Salem,	7 41.4	1,000 00	30 57	1,030 57	139	-
25	Leyden,	7 36.8	700 00	-	-	95	72 00
11	Colrain,	7 33.8	2,406 97	-	-	328	298 00
20	Whately,	7 33	1,400 00	-	-	191	-
24	Monroe,	7 31.7	300 00	-	-	41	-
15	Rowe,	6 52.4	900 00	33 00	933 00	143	-
22	Ashfield,	6 51.4	1,500 00	50 43	1,550 43	238	480 00
23	Barnardston,	6 49.3	1,000 00	-	-	154	-
26	Buckland,	5 51.5	2,000 00	117 79	2,117 79	384	-

HAMPDEN COUNTY.

1	SPRINGFIELD,	\$20 46.6	\$116,000 00	-	-	5,668	-
2	Westfield,	16 99.3	21,700 00	-	-	1,277	\$500 00
3	Longmeadow,	13 93.3	3,600 00	\$120 01	\$3,720 01	267	-
14	Agawam,	10 36.2	4,000 00	-	-	386	16 00
4	West Springfield,	9 91.2	7,800 00	268 28	8,068 28	814	-
5	Chicopee,	9 54	28,975 00	-	-	2,513	-
6	Brimfield,	9 17.4	2,000 00	-	-	218	-
7	Wilbraham,	9 13.9	3,200 00	501 40	3,701 40	405	-
11	Montgomery,	8 98.6	500 00	39 16	539 16	60	90 00
13	Palmer,	8 80.6	8,000 00	295 00	8,295 00	942	-
5							
15							

* Returns included with Amesbury.

HAMPDEN COUNTY—CONCLUDED.

For 1874-75.	For 1875-76.	TOWNS.	Sum appropriated by town for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
16	11	Granville,	\$8 18.5	\$2,300 00	—	—	281	\$15 00
10	12	Monson,	8 16	4,800 00	\$496 03	\$5,296 03	649	—
12	13	Chester,	8 00	2,072 00	—	—	259	48 00
8	14	Ludlow,	8 00	1,800 00	—	—	225	—
19	15	Blandford,	7 32.8	1,200 00	82 32	1,282 32	175	931 50
17	16	Holland,	7 05.1	400 00	23 06	423 06	60	—
6	17	Holyoke,	6 81.3	21,250 00	764 16	22,014 16	3,231	—
18	18	Russell,	6 52.2	750 00	—	—	115	—
9	19	Southwick,	6 35.6	1,000 00	99 55	1,099 55	173	—
20	20	Tolland,	6 08.8	500 00	29 64	529 64	87	245 00
21	21	Wales,	5 37.9	800 00	71 37	871 37	162	—

HAMPSHIRE COUNTY.

3	1	SOUTH HAMLEY,	\$15 62.8	\$9,000 00	\$189 00	\$9,189 00	588	—
1	2	Anherst,	12 80.1	8,500 00	140 93	8,640 93	675	—
6	3	Northampton,	12 74.3	28,000 00	188 21	28,188 21	2,212	—
9	4	Southampton,	11 84	1,800 00	319 21	2,119 21	179	—
2	5	Huntington,	10 85.5	2,000 00	84 20	2,084 20	192	—
7	6	Greenwich,	10 52.6	1,000 00	—	—	95	—
4	7	Granby,	10 22.2	1,500 00	64 00	1,564 00	153	—
18	8	Middlefield,	9 62.1	1,150 00	139 23	1,289 23	134	—
10	9	Easthampton,	8 68.1	7,500 00	—	—	864	\$400 00
12	10	Enfield,	8 67.4	1,500 00	70 00	1,570 00	181	—

SCHOOL RETURNS.

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MIDDLESEX COUNTY.									
11	11	Ware, .	\$8 53.3	\$8,109 90	\$218 54	\$8,328 44	976	-	
13	12	Plainfield, .	8 34.2	600 00	25 69	625 69	75	-	
17	13	Cummington,	8 18.3	1,300 00	42 10	1,342 10	164	-	\$148 00
16	14	Hadley, .	8 08.3	3,500 00	-	-	433	-	
15	15	Pelham, .	7 64.1	900 00	52 81	952 81	126	-	
19	16	Westhampton,	7 18.5	1,100 00	49 58	1,149 58	160	-	36 00
5	17	Belchertown,	7 12.4	3,000 00	237 19	3,237 19	453	-	
21	18	Goshen, .	6 81.8	450 00	-	-	66	-	225 25
22	19	Hatfield, .	6 71	2,000 00	86 70	2,086 70	311	-	
23	20	Prescott, .	6 59.2	600 00	26 27	626 27	95	-	
14	21	Worthington,	6 09.2	700 00	218 87	919 87	151	-	585 00
8	22	Chesterfield,	5 98.1	900 00	50 96	950 96	159	-	410 00
20	23	Williamsburg,	5 04.6	2,500 00	123 09	2,623 09	519	-	
2	1	ARLINGTON, .	\$31 82.4	\$22,500 00	-	-	707	-	
1	2	Newton, .	29 08.7	81,566 47	\$1,185 60	\$82,752 07	2,845	-	
3	3	Watertown, .	26 62.1	23,480 00	-	-	882	-	
7	4	Medford, .	23 16.9	26,621 00	-	-	1,149	-	
11	5	Cambridge, .	22 33.1	181,504 47	-	-	8,128	-	
4	6	Belmont, .	22 03.9	8,000 00	-	-	363	-	
6	7	Lexington, .	20 59.4	10,750 00	-	-	522	-	
5	8	Weston, .	20 01.6	3,703 00	-	-	185	-	
9	9	Winchester, .	19 48.2	11,202 00	-	-	575	-	
13	10	Somerville, .	19 25.6	70,959 00	-	-	3,685	-	
12	11	Malden, .	18 07.9	35,000 00	-	-	1,936	-	
8	12	Reading, .	17 55.4	9,426 61	-	-	537	-	
15	13	Everett, .	17 41.8	11,458 33	385 92	11,844 25	680	-	
16	14	Concord, .	17 14	8,500 00	70 00	8,570 00	500	-	
14	15	Waltham, .	16 96.8	28,239 30	471 10	28,710 40	1,692	-	

MIDDLESEX COUNTY—CONCLUDED.

		T O W N S.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the sup- port of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	T O T A L.	No. of Children between 5 and 15 years of age.	Amount contrib- uted for board and fuel.
For 1874-75.								
10	16	Melrose,	\$16 86	\$14,414 48	-	-	855	-
17	17	Framingham,	16 53.8	15,000 00	\$363 95	\$15,363 95	929	-
20	18	Lincoln,	16 36.2	2,200 00	90 63	2,290 63	140	-
29	19	Boxborough,	16 17.6	1,019 11	-	-	63	-
18	20	Stoneham,	16 09.3	14,500 00	-	-	901	-
25	21	Sudbury,	15 18	3,000 00	112 00	3,112 00	205	-
19	22	Lowell,	15 06.3	110,625 00	-	-	7,344	-
26	23	Woburn,	14 60.9	31,000 00	-	-	2,122	-
43	24	Bedford,	13 39.2	1,700 00	108 00	1,808 00	135	-
37	25	Littleton,	12 56.3	2,100 00	123 69	2,223 69	177	-
22	26	Wakefield,	12 34	12,500 00	-	-	1,013	-
54	27	Dracut,	12 30.9	2,400 00	258 78	2,658 78	216	-
28	28	Sherborn,	12 26.6	2,000 00	72 98	2,072 98	169	-
42	29	Holliston,	12 12.4	6,300 00	283 29	6,583 29	543	-
31	30	Shirley,	12 11.5	3,000 00	101 38	3,101 38	256	-
24	31	Burlington,	12 08.8	1,100 00	-	-	91	-
30	32	Tewksbury,	12 00.6	2,200 00	141 12	2,341 12	195	-
21	33	Groton,	11 85.7	5,300 00	-	-	447	-
43	34	Pepperell,	11 83.1	3,700 00	500 00	4,200 00	855	-
34	35	Chelmsford,	11 79.6	5,500 00	292 03	5,792 03	491	-
38	36	Wayland,	11 67	3,150 00	117 00	3,267 00	280	-
41	37	Wilmington,	11 61.8	1,550 00	99 75	1,649 75	142	-
36	38	Dunstable,	11 23.6	1,000 00	-	-	89	-
27	39	Tyngsborough,	10 93.5	1,050 00	77 18	877 18	96	-
33	40	Carlisle,	10 82.9	800 00	396 72	4,746 72	81	-
23	41	Ashland,	10 59.5	4,350 00	-	-	448	-

SCHOOL RETURNS.

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35	Stow,	\$10 34.9	\$1,900 00	\$97 34	\$1,997 34	193
52	Ayer,	10 09	3,500 00	-	-	347
51	North Reading,	9 94.5	1,800 00	-	-	181
45	Maynard,	9 67.6	3,200 00	186 62	3,386 62	350
45	Hopkinton,	9 63.9	10,000 00	439 47	10,439 47	1,083
32	Natick,	9 58.2	14,000 00	-	-	1,461
48	Acton,	9 43.9	2,500 00	190 08	2,690 08	285
39	Marlborough,	9 41.5	19,000 00	-	-	2,018
49	Ashby,	9 37.7	1,500 00	66 00	1,566 00	167
47	Townsend,	9 34.9	3,375 00	-	-	361
46	Hudson,	9 32.5	7,000 00	180 00	7,180 00	770
40	Westford,	8 82.1	3,000 00	-	-	340
53	BillERICA,	8 47.5	3,000 00	-	-	354

NANTUCKET COUNTY.

NANTUCKET,	\$14 35	\$6,500 00	-	-	453
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NORFOLK COUNTY.

1	BROOKLINE,	\$35 35.5	\$40,800 00	-	-	1,154
2	Milton,	22 18.1	12,000 00	-	-	541
3	Walpole,	19 40.1	7,000 00	\$181 25	\$7,181 25	365
6	Dedham,	17 51.3	19,825 00	-	-	1,132
9	Needham,	15 81.8	13,500 00	515 19	14,015 19	886
5	Norwood,	15 60.6	6,398 36	-	-	410
7	Quincy,	14 48	25,000 00	-	-	1,727

NORFOLK COUNTY—CONCLUDED.

	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the sup- port of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contrib- uted for board and fuel.
For 1874-75.	For 1875-76.						
12	8	Foxborough,	\$14 18.2	\$6,500 00	\$350 00	483	—
10	9	Holbrook,	13 71.1	5,000 00	143 97	375	—
11	10	Cohasset,	13 49.6	5,900 00	348 58	463	—
13	11	Wrentham,	12 45.3	5,000 00	280 20	424	\$10 00
14	12	Canton,	12 32	10,900 00	545 65	929	—
17	13	Weymouth,	12 21.7	22,500 00	1,152 66	1,936	—
8	14	Medfield,	12 12.4	2,000 00	109 55	174	—
4	15	Hyde Park,	11 93.6	15,600 00	—	1,307	—
19	16	Braintree,	11 90.5	7,800 00	510 00	698	—
18	17	Dover,	11 78	1,200 00	119 40	112	—
15	18	Bellingham,	11 54.1	2,000 00	262 13	196	—
20	19	Norfolk,	11 10.1	1,800 00	131 54	174	—
22	20	Stoughton,	10 74.2	11,000 00	—	1,024	—
16	21	Franklin,	10 36.3	6,000 00	—	579	—
21	22	Medway,	9 78.9	7,500 00	458 36	813	—
23	23	Randolph,	9 60	8,650 00	—	901	—
24	24	Sharon,	7 88.1	1,800 00	343 73	272	—
					\$6,850 00		
					5,143 97		
					6,248 58		
					5,280 20		
					11,445 65		
					23,652 66		
					2,109 55		
					—		
					8,310 00		
					1,319 40		
					2,262 13		
					1,931 54		
					—		
					7,958 36		
					—		
					2,143 73		

PLYMOUTH COUNTY.

1	2	3	4				
1	1	HENGLAM,	\$15 32.8	\$12,308 25	\$92 38	803	—
2	2	Kingston,	13 93.4	3,600 00	417 81	265	—
3	3	Plymouth,	13 61.7	15,500 00	278 68	1,169	—
5	4	Bridgewater,	12 79	8,700 00	—	702	—
					\$3,692 38		
					15,917 81		
					8,978 68		

SCHOOL RETURNS.

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6	Halifax,	\$12 24.5	\$900 00	\$42 84	\$942 84	77
11	Lakeville,	11 59.4	2,400 00	—	—	207
7	Brockton,	11 13	21,599 00	326 00	21,925 00	1,970
8	South Abington,	11 11.2	4,500 00	155 90	4,655 90	419
9	East Bridgewater,	10 23.2	5,250 00	183 23	5,433 23	531
10	Marshfield,	9 74.7	2,800 00	182 57	2,982 57	306
12	Mattapoisett,	9 34	2,100 00	48 14	2,148 14	230
14	Carver,	9 30.6	1,800 00	98 37	1,898 37	204
15	Hanover,	9 21.3	3,000 00	141 72	3,141 72	341
18	West Bridgewater,	9 06.2	3,000 00	226 12	3,226 12	356
13	Wareham,	8 68.2	5,100 00	222 15	5,322 15	613
4	Abington,	8 52.4	6,000 00	239 62	6,239 62	732
21	Middleborough,	8 30.6	7,500 00	—	—	903
17	Scituate,	8 30.3	3,694 59	132 94	3,827 53	461
20	Duxbury,	7 92.7	3,000 00	218 18	3,218 18	406
9	Hull,	7 69.2	500 00	—	—	65
25	Marion,	7 60.4	1,200 00	54 76	1,254 76	165
17	South Scituate,	7 58.5	2,300 00	150 00	2,450 00	323
22	Rockland,	7 58.1	7,000 00	262 34	7,262 34	958
24	Hanson,	7 05	1,600 00	—	—	227
16	Rochester,	6 92.7	1,200 00	74 52	1,274 52	184
19	Pembroke,	6 74.3	1,500 00	98 00	1,598 00	237
26	Plympton,	6 32.6	1,000 00	100 69	1,100 69	174
26						93 50
						—

\$234 00

SUFFOLK COUNTY.

1	Boston,	\$22 71.6	\$1,355,999 59	\$12,748 75	\$1,368,748 24	60,255
2	Chelsea,	19 28.6	56,739 56	—	—	2,942
4	Revere,	12 49.1	3,500 00	60 00	3,560 00	285
3	Winthrop,	11 29	1,400 00	—	—	124

WORCESTER COUNTY.

For 1874-75.	For 1875-76.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	LANCASTER,	\$19 47.7	\$5,706 95	-	-	293	\$429 01
3	2	Fitchburg,	14 91.3	35,000 00	-	-	2,347	-
9	3	Barre,	14 34.3	5,100 00	\$250 00	\$5,350 00	373	-
5	4	New Braintree,	14 22	1,551 78	69 26	1,621 04	114	-
10	5	Brookfield,	13 79.8	5,550 00	258 94	5,808 94	421	110 00
11	6	Southborough,	13 66.4	5,000 00	110 29	5,110 29	374	-
22	7	Northborough,	13 00.8	3,200 00	-	-	246	65 00
4	8	Worcester,	12 93.5	123,788 76	-	-	9,570	-
2	9	Lunenburg,	12 87.9	2,032 60	41 00	2,073 60	161	70 00
26	10	Boylston,	12 32	1,525 00	101 23	1,626 23	132	-
13	11	Leicester,	12 24.9	5,600 00	316 38	5,916 38	483	-
14	12	Warren,	11 49.4	5,400 00	255 21	5,655 21	492	-
17	13	Leominster,	11 42.3	8,750 00	-	-	766	-
24	14	Uxbridge,	11 30	6,300 00	220 00	6,520 00	577	-
27	15	Sterling,	11 29.1	3,200 00	198 56	3,398 56	301	-
15	16	Westminster,	11 27.8	3,000 00	-	-	266	-
8	17	Petersham,	11 20.1	2,250 00	102 30	2,352 30	210	-
6	18	Upton,	11 18.3	4,272 00	-	-	382	200 00
16	19	Athol,	10 91.7	6,559 32	361 77	6,921 09	634	-
7	20	Shrewsbury,	10 83	3,000 00	-	-	277	-
19	21	Paxton,	10 54.6	1,200 00	76 07	1,276 07	121	-
21	22	Charlton,	10 32.5	3,500 00	-	-	339	-
28	23	Westborough,	10 09.2	7,275 00	334 05	7,609 05	754	-
30	24	North Brookfield,	9 99.5	7,000 00	606 21	7,606 21	761	-
12	25	Douglas,	9 67.8	4,000 00	190 74	4,190 74	433	-
50	26	Royalston,	9 65.2	1,600 00	417 44	2,017 44	209	-

SCHOOL RETURNS.

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18	27	Rutland,	•	•	•	\$9 64.6	\$2,064 25	\$366 00	\$9,366 00	214	-	-
58	28	Spencer,	•	•	•	9 61.6	9,000 00	-	-	974	-	\$17 67
29	29	Harvard,	•	•	•	9 45	2,400 00	-	-	254	-	-
43	30	Hubbardston,	•	•	•	9 43.4	2,500 00	-	-	265	-	-
35	31	Northbridge,	•	•	•	9 43.4	7,800 00	284 62	8,084 62	857	-	-
25	32	Templeton,	•	•	•	9 38.4	4,700 00	189 14	4,889 14	521	-	-
37	33	Princeton,	•	•	•	9 38.2	1,700 00	129 47	1,829 47	195	-	-
42	34	Gardner,	•	•	•	9 36.5	6,500 00	299 43	6,799 43	726	-	-
31	35	Dana,	•	•	•	9 12.6	1,000 00	58 61	1,058 61	116	-	-
23	36	Sturbridge,	•	•	•	9 04.4	3,500 00	-	-	387	-	-
32	37	Clinton,	•	•	•	8 98.6	13,011 23	-	-	1,448	-	-
20	38	Oxford,	•	•	•	8 78.7	5,000 00	-	-	569	-	40 00
41	39	Mendon,	•	•	•	8 77.9	1,700 00	292 88	1,992 88	227	-	-
34	40	Dudley,	•	•	•	8 73.1	4,500 00	206 19	4,706 19	539	-	30 00
48	41	Ashburnham,	•	•	•	8 53.6	3,500 00	144 92	3,644 92	427	-	200 00
45	42	Webster,	•	•	•	8 42.7	7,000 00	364 97	7,364 97	874	-	-
40	43	West Brookfield,	•	•	•	8 33.3	3,200 00	-	-	384	-	-
49	44	Milford,	•	•	•	8 26.7	18,000 00	344 46	18,344 46	2,219	-	-
36	45	Grafton,	•	•	•	8 05.6	7,500 00	-	-	931	-	-
33	46	Southbridge,	•	•	•	7 71.3	8,600 00	-	-	1,115	-	-
51	47	Holden,	•	•	•	7 49.6	3,000 00	215 78	3,215 78	429	-	-
54	48	Phillipston,	•	•	•	7 49.1	1,000 00	86 21	1,086 21	145	-	-
46	49	Winchendon,	•	•	•	7 48	5,415 00	-	-	724	-	-
39	50	Millbury,	•	•	•	7 26.1	7,000 00	-	-	964	-	-
52	51	Hardwick,	•	•	•	7 23	3,000 00	188 61	3,188 61	441	-	-
44	52	Oakham,	•	•	•	7 12	1,000 00	153 45	1,153 45	162	-	-
53	53	Blackstone,	•	•	•	6 89.8	7,000 00	346 85	7,346 85	1,065	-	-
56	54	Auburn,	•	•	•	6 81.8	1,800 00	-	-	264	-	-
55	55	West Boylston,	•	•	•	6 61.8	3,500 00	285 58	3,785 58	572	-	-
38	56	Bolton,	•	•	•	6 18.6	1,200 00	-	-	194	-	-
57	57	Berlin,	•	•	•	6 04.2	1,100 00	102 83	1,202 83	199	-	-
47	58	Sutton,	•	•	•	4 78	3,500 00	141 89	3,641 89	762	-	120 00

BOARD OF EDUCATION.

GRADUATED TABLES—FIRST SERIES.

Showing the Comparative Amount of Money appropriated by the different Counties in the State for the Education of each Child between the ages of 5 and 15 years in the County.

For 1874-75.	For 1875-76.	COUNTIES.	Sum appropriated by Counties for each Child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	SUFFOLK.	\$22 49	\$1,417,639 15	\$12,808 75	\$1,430,447 90	63,606	-
2	2	Middlesex,	17 26.4	858,143 77	6,410 61	864,554 38	50,079	-
3	3	Norfolk, .	14 70.7	245,673 36	5,452 21	251,125 57	17,075	\$10 00
10	4	Nantucket,	14 34.9	6,500 00	-	-	453	-
5	5	Essex, .	12 87.1	510,524 89	6,129 64	516,654 53	40,141	-
4	6	Hampden,	12 82.6	226,947 00	3,489 98	230,436 98	17,967	1,845 50
11	7	Bristol, .	11 71.3	262,138 66	3,629 47	265,768 13	22,690	-
9	8	Barnstable,	10 73	62,400 00	1,269 87	63,669 87	5,935	150 00
6	9	Worcester,	10 47.7	413,051 89	8,111 34	421,163 23	40,199	1,281 68
7	10	Plymouth,	10 19.3	129,051 84	3,747 19	132,799 03	13,028	327 50
8	11	Hampshire,	10 03.6	87,609 90	2,326 58	89,936 48	8,961	2,101 25
12	12	Franklin, .	9 38.5	56,106 97	1,529 26	57,636 23	6,141	1,199 00
13	13	Berkshire,	8 72	118,851 16	1,827 27	120,678 43	13,839	1,497 75
14	14	Dukes, .	8 69.4	6,260 00	-	-	720	-

AGGREGATE FOR THE STATE.

STATE,	\$14 81.8	\$4,400,898 59	\$56,732 17	\$4,457,630 76	300,834	\$8,412 68
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GRADUATED TABLES—FIRST SERIES.

Showing the Comparative Amount of Money, including Voluntary Contributions, appropriated by the different Counties in the State for the Education of each Child between the ages of 5 and 15 years in the County.

For 1874-75.	For 1875-76.	COUNTIES.	TOTALS.
1	1	SUFFOLK,	\$22 49
2	2	Middlesex,	17 26.4
3	3	Norfolk,	14 70.8
10	4	Nantucket,	14 34.9
4	5	Hampden,	12 92.8
5	6	Essex,	12 87.1
12	7	Bristol,	11 71.3
9	8	Barnstable,	10 75.3
6	9	Worcester,	10 50.8
8	10	Hampshire,	10 27.1
7	11	Plymouth,	10 21.8
11	12	Franklin,	9 58.1
13	13	Berkshire,	8 82.8
14	14	Dukes,	8 69.4
Aggregate for the State,			\$14 84.5

GRADUATED TABLES—SECOND SERIES.

The next Table exhibits the appropriation of the cities and towns, as compared with their respective valuations in 1875.

The first column shows the rank of the cities and towns in a similar Table for 1874-75, according to their valuation in 1875.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1875-76, according to their valuation in 1875.

The third consists of the names of the cities and towns, as numerically arranged.

The fourth shows the percentage of taxable property appropriated to the support of the Public Schools. The result is equivalent in value to mills and hundredths of mills. The decimals are carried to three figures in order to indicate more perfectly the distinction between the different towns. The first figure (mills) expresses the principal value, and is separated from the last two figures by a point.

The appropriations for schools are not given in the following Table, as they may be found by referring to the previous Tables, also in the Abstract of School Returns, commencing on page ii. These appropriations include the sum raised by taxes, the income of the surplus revenue, and of such other funds as the towns may appropriate at their option, either to support Common Schools, or to pay ordinary municipal expenses. The income of other local funds, and the voluntary contributions, are not included in the estimate. The appropriations are reckoned the same as in the first series of tables, and for the same reasons.

The amount of taxable property, in each city and town, according to the last State Valuation, is also omitted, as it is already given in the foregoing Abstract of School Returns.

If the rank assigned to Towns in the next Tables is compared with the rank of the same town in the former series, it will be seen that they hold, in many instances, a very different place in the scale.

GRADUATED TABLES—SECOND SERIES.

[FOR THE STATE.]

A Graduated Table, in which all the Towns in the State are numerically arranged, according to the percentage of their taxable property, appropriated to the support of Public Schools, for the year 1875-76.

For 1874-75, by the Assessors' Returns of 1874.	For 1875-76, by the State Valuation of 1875.	TOWNS.	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.	For 1874-75, by the Assessors' Returns of 1874.	For 1875-76, by the State Valuation of 1875.	TOWNS.	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.
4	1	HAWLEY, . .	\$0.007-62	62	34	Stoughton, . .	\$0.004-42
2	2	Gay Head, . .	7-60	34	35	Haverhill, . .	4-38
8	3	Monroe, . .	6-94	55	36	Charlemont, . .	4-37
19	4	Heath, . .	6-27	71	37	Medway, . .	4-36
5	5	Truro, . .	6-17	68	38	Townsend, . .	4-34
11	6	Pelham, . .	5-93	20	39	Ware, . .	4-32
3	7	Marlborough, .	5-78	49	40	Adams, . .	4-31
80	8	Amesbury, . .	5-70	100	41	Wendell, . .	4-31
15	9	Granville, . .	5-69	110	42	Washington, .	4-29
6	10	Eastham, . .	5-64	54	43	Rehoboth, . .	4-27
26	11	Mashpee, . .	5-59	90	44	Southampton, .	4-26
103	12	Peru, . .	5-52	58	45	Bellingham, . .	4-25
7	13	Sandwich, . .	5-37	36	46	Hudson, . .	4-25
10	14	Rowe, . .	5-34	25	47	Bradford, . .	4-22
9	15	Wellfleet, . .	5-25	107	48	Lakeville, . .	4-19
13	16	Chatham, . .	5-16	64	49	Berkley, . .	4-12
23	17	Upton, . .	4-97	60	50	Brookfield, . .	4-12
1	18	Shutesbury, .	4-96	84	51	N. Brookfield, .	4-11
12	19	Orleans, . .	4-84	74	52	Chicopee, . .	4-09
47	20	South Hadley, .	4-78	63	53	Franklin, . .	4-04
22	21	Wareham, . .	4-73	79	54	Huntington, . .	4-32
40	22	Walpole, . .	4-68	57	55	Warwick, . .	4-02
31	23	Stoneham, . .	4-63	51	56	Windsor, . .	4-02
32	24	Harwich, . .	4-59	171	57	N. Reading, . .	4-01
45	25	Wrentham, . .	4-55	30	58	Mt. Washing'tn,	4-00
50	26	Douglas, . .	4-54	56	59	Provincetown, .	3-99
16	27	Dudley, . .	4-53	125	60	Paxton, . .	3-96
24	28	Gloucester, . .	4-50	29	61	Reading, . .	3-96
28	29	Hopkinton, . .	4-50	78	62	Brockton, . .	3-92
43	30	Rutland, . .	4-48	127	63	Northfield, . .	3-90
134	31	Palmer, . .	4-47	146	64	Westhampton, .	3-90
38	32	Georgetown, . .	4-44	136	65	Foxborough, . .	3-89
92	33	Florida, . .	4-43	101	66	Chester, . .	3-88

For 1874-75, by the Assessors Returns of 1874.	For 1875-76, by the State Valuation of 1875.	T O W N S .	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.	For 1874-75, by the Assessors Returns of 1874.	For 1875-76, by the State Valuation of 1875.	T O W N S .	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.
96	67	Weymouth, .	\$.003-87	139	117	Quincy, .	\$.003-47
94	68	Otis, .	3-86	59	118	Colrain, .	3-46
195	69	Chelmsford, .	3-85	129	119	Dighton, .	3-46
70	70	Grafton, .	3-85	202	120	Holland, .	3-46
42	71	Fairhaven, .	3-84	168	121	Saugus, .	3-44
122	72	Wilbraham, .	3-84	27	122	Hingham, .	3-43
18	73	Montgomery, .	3-82	166	123	Westminster, .	3-43
98	74	Erving, .	3-79	145	124	Blackstone, .	3-42
44	75	Mansfield, .	3-79	61	125	Bridgewater, .	3-42
39	76	Natick, .	3-78	102	126	Danvers, .	3-42
52	77	Deerfield, .	3-77	148	127	Phillipston, .	3-42
95	78	W. Brookfield, .	3-77	154	128	Monterey, .	3-40
35	79	Abington, .	3-76	87	129	Tyngsboro', .	3-39
182	80	Boxborough, .	3-75	201	130	Becket, .	3-38
46	81	Peabody, .	3-74	189	131	Brimfield, .	3-37
165	82	Savoy, .	3-74	97	132	Dennis, .	3-37
48	83	Templeton, .	3-72	108	133	Middleton, .	3-36
67	84	Barnstable, .	3-68	297	134	Spencer, .	3-36
126	85	Monson, .	3-67	181	135	Seekonk, .	3-35
99	86	Newburyport, .	3-67	65	136	Amherst, .	3-34
41	87	Shelburne, .	3-67	-	137	S. Abington, .	3-34
77	88	Sunderland, .	3-66	66	138	Swansea, .	3-34
147	89	Dana, .	3-65	234	139	Middlefield, .	3-33
242	90	Lowell, .	3-65	75	140	N. Marlboro', .	3-33
33	91	Norwood, .	3-64	164	141	Oakham, .	3-32
113	92	Southborough, .	3-64	119	142	Attleborough, .	3-31
187	93	Sandisfield, .	3-63	155	143	W. Newbury, .	3-31
128	94	Warren, .	3-63	141	144	Petersham, .	3-30
131	95	Marblehead, .	3-62	179	145	Ashburnham, .	3-28
133	96	Goshen, .	3-60	123	146	Ludlow, .	3-28
105	97	Malden, .	3-60	185	147	Holden, .	3-27
132	98	Milford, .	3-59	73	148	Oxford, .	3-27
180	99	Northampton, .	3-59	112	149	Salisbury, .	3-27
138	100	Norfolk, .	3-58	85	150	W. Boylston, .	3-26
37	101	Rockland, .	3-58	124	151	Greenwich, .	3-25
143	102	Buckland, .	3-57	53	152	E. Bridgew'r, .	3-24
76	103	Northbridge, .	3-54	69	153	Ashland, .	3-23
106	104	Plympton, .	3-54	115	154	Conway, .	3-23
159	105	Woburn, .	3-54	240	155	Gardner, .	3-23
144	106	Canton, .	3-53	199	156	Halifax, .	3-23
157	107	Holliston, .	3-53	162	157	New Braintree, .	3-23
192	108	Arlington, .	3-52	17	158	Holbrook, .	3-22
88	109	N. Andover, .	3-51	120	159	Melrose, .	3-22
292	110	Lee, .	3-50	209	160	Prescott, .	3-21
151	111	Lexington, .	3-50	172	161	Ayer, .	3-20
135	112	Randolph, .	3-50	173	162	Hanover, .	3-19
91	113	Charlton, .	3-49	156	163	Carver, .	3-18
121	114	W. Bridgew'r, .	3-49	117	164	Shirley, .	3-18
81	115	Plymouth, .	3-48	193	165	Dedham, .	3-17
191	116	Uxbridge, .	3-48	161	166	Framingham, .	3-17

SCHOOL RETURNS.

xcv

For 1874-75, by the Assessors Returns of 1874.	For 1875-76, by the Rate Valuation of 1875.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1874-75, by the Assessors Returns of 1874.	For 1875-76, by the Rate Valuation of 1875.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
82	167	New Salem, .	\$.003-17	255	217	Hubbardston, .	\$.002-83
254	168	Blandford, .	3-14	224	218	Ipswich, .	2-83
163	169	Leverett, .	3-14	252	219	W. Stockb'dge, .	2-83
276	170	Agawam, .	3-13	230	220	Tisbury, .	2-81
206	171	Cumington, .	3-13	231	221	Boylston, .	2-80
183	172	Chelsea, .	3-11	229	222	Stow, .	2-80
208	173	Westborough, .	3-11	237	223	Waltham, .	2-80
109	174	Sturbridge, .	3-07	186	224	Hanson, .	2-79
114	175	Acushnet, .	3-06	264	225	Groveland, .	2-78
116	176	Clarksburg, .	3-06	251	226	Springfield, .	2-78
153	177	Leyden, .	3-06	272	227	Cambridge, .	2-75
216	178	Needham, .	3-06	238	228	Williamstown, .	2-74
118	179	Somerset, .	3-06	222	229	Barre, .	2-73
215	180	Auburn, .	3-05	207	230	Hinsdale, .	2-73
137	181	Essex, .	3-05	269	231	Medford, .	2-73
169	182	Marshfield, .	3-05	86	232	Greenfield, .	2-72
198	183	Braintree, .	3-04	223	233	Concord, .	2-71
150	184	Cheshire, .	3-04	280	234	Everett, .	2-70
233	185	Wilmington, .	3-04	241	235	Leicester, .	2-70
14	186	Belchertown, .	3-03	111	236	Easton, .	2-69
204	187	Lynn, .	3-03	287	237	Salem, .	2-69
213	188	Mendon, .	3-02	142	238	Westford, .	2-69
140	189	Granby, .	3-01	257	239	Newton, .	2-68
200	190	Sudbury, .	2-98	177	240	Southbridge, .	2-68
21	191	Chesterfield, .	2-97	93	241	Worthington, .	2-68
178	192	Dover, .	2-97	278	242	Nantucket, .	2-66
158	193	Rowley, .	2-96	104	243	Wakefield, .	2-66
72	194	Webster, .	2-96	282	244	Lawrence, .	2-65
205	195	Westfield, .	2-96	302	245	Royalston, .	2-65
188	196	Brewster, .	2-94	263	246	Fitchburg, .	2-64
253	197	Yarmouth, .	2-94	130	247	Lunenburg, .	2-64
149	198	Dunstable, .	2-93	184	248	Longmeadow, .	2-62
175	199	Middleboro', .	2-93	190	249	Scituate, .	2-62
83	200	Westport, .	2-93	218	250	W. Springfield, .	2-62
203	201	Hardwick, .	2-92	214	251	Millbury, .	2-61
227	202	Sterling, .	2-91	225	252	Norton, .	2-61
196	203	Raynham, .	2-91	246	253	Lincoln, .	2-60
176	204	Pittsfield, .	2-90	244	254	Swampscott, .	2-60
152	205	Plainfield, .	2-90	277	255	Cohasset, .	2-59
262	206	Wayland, .	2-89	236	256	Shrewsbury, .	2-59
170	207	Methuen, .	2-88	167	257	Rochester, .	2-58
300	208	Pepperell, .	2-88	249	258	Marion, .	2-57
211	209	Ashby, .	2-87	273	259	Lanesborough, .	2-56
245	210	Watertown, .	2-87	232	260	Dartmouth, .	2-54
219	211	Clinton, .	2-86	291	261	Dracut, .	2-54
226	212	Easthampton, .	2-86	239	262	Freetown, .	2-53
194	213	Littleton, .	2-86	281	263	Gt. Barrington, .	2-53
243	214	Montague, .	2-86	270	264	Maynard, .	2-53
279	215	Sheffield, .	2-86	286	265	Tewksbury, .	2-52
228	216	Ashfield, .	2-85	212	266	Lenox, .	2-50

For 1874-75 by the Assessors' Returns of 1874.	For 1875-76, by the State Valuation of 1875.	TOWNS.	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.	For 1874-75, by the Assessors' Returns of 1874.	For 1875-76, by the State Valuation of 1875.	TOWNS.	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.
274	267	Sutton, . . .	\$2.002-48	259	305	Holyoke, . . .	\$2.002-07
283	268	Taunton, . . .	2-48	308	306	Acton, . . .	2-03
258	269	Orange, . . .	2-46	298	307	Enfield, . . .	2-03
217	270	Wenham, . . .	2-46	326	308	Wales, . . .	2-03
267	271	Berlin, . . .	2-45	221	309	Medfield, . . .	2-02
235	272	Rockport, . . .	2-43	320	310	Hamilton, . . .	1-99
271	273	Athol, . . .	2-42	303	311	Beverly, . . .	1-97
293	274	Northborough, . . .	2-42	318	312	Princeton, . . .	1-96
312	275	Somerville, . . .	2-42	305	313	Boxford, . . .	1-94
289	276	New Bedford, . . .	2-41	333	314	Edgartown, . . .	1-93
284	277	Winchendon, . . .	2-41	309	315	Lynnfield, . . .	1-90
220	278	Duxbury, . . .	2-40	290	316	Williamsburg, . . .	1-90
304	279	Bedford, . . .	2-38	311	317	Belmont, . . .	1-86
285	280	Hadley, . . .	2-38	323	318	Falmouth, . . .	1-84
174	281	Hyde Park, . . .	2-38	325	319	Revere, . . .	1-81
160	282	Andover, . . .	2-37	316	320	Russell, . . .	1-74
294	283	Lancaster, . . .	2-37	268	321	Southwick, . . .	1-73
261	284	Bernardston, . . .	2-34	327	322	Boston, . . .	1-72
301	285	Hancock, . . .	2-34	337	323	Fall River, . . .	1-72
288	286	Winchester, . . .	2-34	314	324	Whately, . . .	1-71
247	287	Worcester, . . .	2-32	324	325	Mattapoisett, . . .	1-70
250	288	Carlisle, . . .	2-30	313	326	Newbury, . . .	1-70
265	289	Groton, . . .	2-30	315	327	Billerica, . . .	1-69
248	290	Tyringham, . . .	2-26	329	328	Chilmark, . . .	1-68
296	291	Sherborn, . . .	2-24	317	329	Stockbridge, . . .	1-67
330	292	Tolland, . . .	2-24	332	330	Manchester, . . .	1-64
89	293	Pembroke, . . .	2-23	310	331	Gill, . . .	1-59
295	294	Leominster, . . .	2-22	328	332	Hatfield, . . .	1-58
307	295	Sharon, . . .	2-22	334	333	Alford, . . .	1-54
306	296	Dalton, . . .	2-19	331	334	Milton, . . .	1-45
260	297	South Scituate, . . .	2-17	322	335	New Ashford, . . .	1-42
197	298	Bolton, . . .	2-16	335	336	Richmond, . . .	1-35
210	299	Weston, . . .	2-13	336	337	Brookline, . . .	1-33
266	300	Harvard, . . .	2-12	321	338	Winthrop, . . .	1-30
256	301	Kingston, . . .	2-11	338	339	Gosnold, . . .	0-92
319	302	Egremont, . . .	2-09	339	340	Hull, . . .	0-81
299	303	Topsfield, . . .	2-08	340	341	Nahant, . . .	0-43
275	304	Burlington, . . .	2-07	-	342	Merrimac,* . . .	-

* Incorporated April, 1876. Returns included with Amesbury.

GRADUATED TABLES—SECOND SERIES.

[COUNTY TABLES.]

In which all the Towns in the respective Counties in the State are numerically arranged, according to the percentage of their taxable property, appropriated for the support of Public Schools, for the year 1875-76.

BARNSTABLE COUNTY.

For 1874-75, by the Assessors' Returns of 1874.	For 1875-76, by the State Valuation of 1875.	TOWNS.	Percentage of Valuation appropriated to Public Schools— equivalent to mills and hundredths of mills.	For 1874-75, by the Assessors' Returns of 1874.	For 1875-76, by the State Valuation of 1875.	TOWNS.	Percentage of Valuation appropriated to Public Schools— equivalent to mills and hundredths of mills.
1	1	TRURO, .	\$.006-17	8	8	Harwich, .	\$.004-59
2	2	Eastham, .	5-64	9	9	Provincetown, .	3-99
7	3	Mashpee, .	5-59	10	10	Barnstable, .	3-68
3	4	Sandwich, .	5-37	11	11	Dennis, .	3-37
4	5	Wellfleet, .	5-25	12	12	Brewster, .	2-94
6	6	Chatham, .	5-16	13	13	Yarmouth, .	2-94
5	7	Orleans, .	4-84	14	14	Falmouth, .	1-84

BERKSHIRE COUNTY.

7	1	PERU, .	\$.005-52	22	17	Sheffield, .	\$.002-86
5	2	Florida, .	4-43	20	18	W. Stockb'dge, .	2-83
2	3	Adams, .	4-31	18	19	Williamstown, .	2-74
8	4	Washington, .	4-29	16	20	Hinsdale, .	2-73
3	5	Windsor, .	4-02	21	21	Lanesborough, .	2-56
1	6	Mt Washing'tn, .	4-00	23	22	Gt. Barrington, .	2-53
6	7	Otis, .	3-86	17	23	Lenox, .	2-50
12	8	Savoy, .	3-74	25	24	Hancock, .	2-34
14	9	Sandisfield, .	3-63	19	25	Tyringham, .	2-26
24	10	Lee, .	3-50	26	26	Dalton, .	2-19
11	11	Monterey, .	3-40	28	27	Egremont, .	2-09
15	12	Becket, .	3-38	27	28	Stockbridge, .	1-67
4	13	N. Marlboro', .	3-33	30	29	Alford, .	1-54
9	14	Clarksburg, .	3-06	29	30	New Ashford, .	1-42
10	15	Cheshire, .	3-04	31	31	Richmond, .	1-35
13	16	Pittsfield, .	2-90				

BOARD OF EDUCATION.

BRISTOL COUNTY.

For 1874-75, by the Assessors' Returns of 1874.	For 1875-76, by the State Valuation of 1875.	T O W N S .	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.	For 1874-75, by the Assessors' Returns of 1874.	For 1875-76, by the State Valuation of 1875.	T O W N S .	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.
3	1	REHOBOTH, .	\$.004-27	6	11	Westport, .	\$.002-93
4	2	Berkley, .	4-12	13	12	Raynham, .	2-91
1	3	Fairhaven, .	3-84	7	13	Easton, .	2-69
2	4	Mansfield, .	3-79	14	14	Norton, .	2-61
11	5	Dighton, .	3-46	15	15	Dartmouth, .	2-54
12	6	Seekonk, .	3-35	16	16	Freetown, .	2-53
5	7	Swansea, .	3-34	17	17	Taunton, .	2-48
10	8	Attleborough, .	3-31	18	18	New Bedford, .	2-41
8	9	Acushnet, .	3-06	19	19	Fall River, .	1-72
9	10	Somerset, .	3-06				

D U K E S C O U N T Y .

1	1	GAY HEAD, .	\$.007-60	3	4	Chilmark, .	\$.001-68
2	2	Tisbury, .	2-81	5	5	Gosnold, .	0-92
4	3	Edgartown, .	1-93				

E S S E X C O U N T Y .

6	1	AMESBURY, .	\$.005-70	18	18	Methuen, .	\$.002-88
1	2	Gloucester, .	4-50	21	19	Ipswich, .	2-83
4	3	Georgetown, .	4-44	24	20	Groveland, .	2-78
3	4	Haverhill, .	4-38	26	21	Salem, .	2-69
2	5	Bradford, .	4-22	25	22	Lawrence, .	2-65
5	6	Peabody, .	3-74	23	23	Swampscott, .	2-60
8	7	Newburyport, .	3-67	20	24	Wenham, .	2-46
12	8	Marblehead, .	3-62	22	25	Rockport, .	2-43
7	9	No. Andover, .	3-51	16	26	Andover, .	2-37
17	10	Saugus, .	3-44	27	27	Topsfield, .	2-08
9	11	Danvers, .	3-42	32	28	Hamilton, .	1-99
10	12	Middleton, .	3-36	28	29	Beverly, .	1-97
14	13	W. Newbury, .	3-31	29	30	Boxford, .	1-94
11	14	Salisbury, .	3-27	30	31	Lynnfield, .	1-90
13	15	Essex, .	3-05	31	32	Newbury, .	1-70
19	16	Lynn, .	3-03	33	33	Manchester, .	1-64
15	17	Rowley, .	2-96	34	34	Nahant, .	0-43

SCHOOL RETURNS.

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FRANKLIN COUNTY.

For 1874-75, by the Assessors' Returns of 1874.	For 1875-76, by the State Valuation of 1875.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1874-75, by the Assessors' Returns of 1874.	For 1875-76, by the State Valuation of 1875.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
2	1	HAWLEY, .	\$.007-62	18	14	Buckland, .	\$.003-57
3	2	Monroe, .	6-94	10	15	Colrain, .	3-46
5	3	Heath, .	6-27	16	16	Conway, .	3-23
4	4	Rowe, .	5-34	12	17	New Salem, .	3-17
1	5	Shutesbury, .	4-96	20	18	Leverett, .	3-14
8	6	Charlemont, .	4-37	19	19	Leyden, .	3-06
15	7	Wendell, .	4-31	22	20	Montague, .	2-86
9	8	Warwick, .	4-02	21	21	Ashfield, .	2-85
17	9	Northfield, .	3-90	13	22	Greenfield, .	2-72
14	10	Erving, .	3-79	23	23	Orange, .	2-46
7	11	Deerfield, .	3-77	24	24	Bernardston, .	2-34
6	12	Shelburne, .	3-67	26	25	Whately, .	1-71
11	13	Sunderland, .	3-66	25	26	Gill, .	1-59

HAMPDEN COUNTY.

1	1	GRANVILLE, .	\$.005-69	18	12	Agawam, .	\$.003-13
8	2	Palmer, .	4-47	12	13	Westfield, .	2-96
3	3	Chicopee, .	4-09	14	14	Springfield, .	2-78
4	4	Chester, .	3-88	9	15	Longmeadow, .	2-62
5	5	Wilbraham, .	3-84	13	16	W.Springfield, .	2-62
2	6	Montgomery, .	3-82	21	17	Tolland, .	2-24
7	7	Monson, .	3-67	16	18	Holyoke, .	2-07
11	8	Holland, .	3-46	20	19	Wales, .	2-03
10	9	Brimfield, .	3-37	19	20	Russell, .	1-74
6	10	Ludlow, .	3-28	17	21	Southwick, .	1-73
15	11	Blandford, .	3-14				

HAMPSHIRE COUNTY.

1	1	PELHAM, .	\$.005-93	16	13	Cummington, .	\$.003-13
5	2	So. Hadley, .	4-78	2	14	Belchertown, .	3-03
3	3	Ware, .	4-32	12	15	Granby, .	3-01
8	4	Southampton, .	4-26	4	16	Chesterfield, .	2-97
7	5	Huntington, .	4-02	14	17	Plainfield, .	2-90
13	6	Westhampton, .	3-90	18	18	Easthampton, .	2-86
11	7	Goshen, .	3-60	9	19	Worthington, .	2-68
15	8	Northampton, .	3-59	20	20	Hadley, .	2-38
6	9	Amherst, .	3-34	22	21	Enfield, .	2-03
19	10	Middlefield, .	3-33	21	22	Williamsburg, .	1-90
10	11	Greenwich, .	3-25	23	23	Hatfield, .	1-58
17	12	Prescott, .	3-21				

BOARD OF EDUCATION.

MIDDLESEX COUNTY.

For 1874-75, by the Assessors' Returns of 1874.	For 1875-76, by the State Valuation of 1875.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1874-75, by the Assessors' Returns of 1874.	For 1875-76, by the State Valuation of 1875.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	MARLBOROUGH, .	\$.005-78	28	28	Ashby, .	\$.002-87
4	2	Stoneham, .	4-63	34	29	Watertown, .	2-87
2	3	Hopkinton, .	4-50	24	30	Littleton, .	2-86
7	4	Townsend, .	4-34	30	31	Stow, .	2-80
5	5	Hudson, .	4-25	32	32	Waltham, .	2-80
20	6	No. Reading, .	4-01	42	33	Cambridge, .	2-75
3	7	Reading, .	3-96	40	34	Medford, .	2-73
25	8	Chelmsford, .	3-85	29	35	Concord, .	2-71
6	9	Natick, .	3-78	44	36	Everett, .	2-70
22	10	Boxborough, .	3-75	14	37	Westford, .	2-69
33	11	Lowell, .	3-65	37	38	Newton, .	2-68
11	12	Malden, .	3-60	10	39	Wakefield, .	2-66
18	13	Woburn, .	3-54	35	40	Lincoln, .	2-60
17	14	Holliston, .	3-53	47	41	Dracut, .	2-54
23	15	Arlington, .	3-52	41	42	Maynard, .	2-53
16	16	Lexington, .	3-50	45	43	Tewksbury, .	2-52
9	17	Tyngsboro', .	3-39	53	44	Somerville, .	2-42
8	18	Ashland, .	3-23	50	45	Bedford, .	2-38
13	19	Melrose, .	3-22	46	46	Winchester, .	2-34
21	20	Ayer, .	3-20	36	47	Carlisle, .	2-30
12	21	Shirley, .	3-18	39	48	Groton, .	2-30
19	22	Frammingham, .	3-17	48	49	Sherborn, .	2-24
31	23	Wilmington, .	3-04	27	50	Weston, .	2-13
26	24	Sudbury, .	2-98	43	51	Burlington, .	2-07
15	25	Dunstable, .	2-93	51	52	Acton, .	2-03
38	26	Wayland, .	2-89	52	53	Belmont, .	1-86
49	27	Pepperell, .	2-88	54	54	Billerica, .	1-69

NANTUCKET COUNTY.

NANTUCKET,	\$.002-66
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NORFOLK COUNTY.

3	1	Walpole, .	\$.004-68	13	13	Quincy, .	\$.003-47
4	2	Wrentham, .	4-55	1	14	Holbrook, .	3-22
6	3	Stoughton, .	4-42	17	15	Dedham, .	3-17
8	4	Medway, .	4-36	19	16	Needham, .	3-06
5	5	Bellingham, .	4-25	18	17	Braintree, .	3-04
7	6	Franklin, .	4-04	16	18	Dover, .	2-97
11	7	Foxborough, .	3-89	21	19	Cohasset, .	2-59
9	8	Weymouth, .	3-87	15	20	Hyde Park, .	2-38
2	9	Norwood, .	3-64	22	21	Sharon, .	2-22
12	10	Norfolk, .	3-58	20	22	Medfield, .	2-02
14	11	Canton, .	3-53	23	23	Milton, .	1-45
10	12	Randolph, .	3-50	24	24	Brookline, .	1-33

SCHOOL RETURNS.

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PLYMOUTH COUNTY.

For 1874-75, by the Assessors' Returns of 1874.	For 1875-76, by the State Valuation of 1875.	T O W N S .	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1874-75, by the Assessors' Returns of 1874.	For 1875-76, by the State Valuation of 1875.	T O W N S .	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	WAREHAM . .	\$.004-73	13	15	Carver, . .	\$.003-18
11	2	Lakeville, . .	4-19	15	16	Marshfield, . .	3-05
7	3	Brookton, . .	3-92	17	17	Middleboro', . .	2-93
3	4	Abington, . .	3-76	18	18	Hanson, . .	2-79
4	5	Rockland, . .	3-58	19	19	Scituate, . .	2-62
10	6	Plympton, . .	3-54	14	20	Rochester, . .	2-58
12	7	W. Bridgew'r, .	3-49	22	21	Marion, . .	2-57
8	8	Plymouth, . .	3-48	21	22	Duxbury, . .	2-40
2	9	Hingham, . .	3-43	9	23	Pembroke, . .	2-23
6	10	Bridgewater, . .	3-42	24	24	South Scituate, .	2-17
—	11	S. Abington, . .	3-34	23	25	Kingston, . .	2-11
5	12	E. Bridgew'r, . .	3-24	25	26	Mattapoissett, .	1-70
20	13	Halifax, . .	3-23	26	27	Hull, . .	0-81
16	14	Hanover, . .	3-19				

SUFFOLK COUNTY.

1	1	CHELSEA, . .	\$.003-11	4	3	Boston, . .	\$.001-72
3	2	Revere, . .	1-81	2	4	Winthrop, . .	1-30

WORCESTER COUNTY.

2	1	UPTON, . .	\$.004-97	26	22	Oakham, . .	\$.003-82
5	2	Douglas, . .	4-54	21	23	Petersham, . .	3-30
1	3	Dudley, . .	4-53	29	24	Ashburnham, . .	3-28
3	4	Rutland, . .	4-48	30	25	Holden, . .	3-27
6	5	Brookfield, . .	4-12	9	26	Oxford, . .	3-27
11	6	N. Brookfield, .	4-11	12	27	W. Boylston, . .	3-26
17	7	Paxton, . .	3-96	43	28	Gardner, . .	3-23
7	8	Grafton, . .	3-85	25	29	New Braintree, .	3-23
14	9	W. Brookfield, .	3-77	34	30	Westborough, . .	3-11
4	10	Templeton, . .	3-72	15	31	Sturbridge, . .	3-07
23	11	Dana, . .	3-65	37	32	Auburn, . .	3-05
16	12	Southboro', . .	3-64	35	33	Mendon, . .	3-02
18	13	Warren, . .	3-63	8	34	Webster, . .	2-96
20	14	Milford, . .	3-59	33	35	Hardwick, . .	2-92
10	15	Northbridge, . .	3-54	40	36	Sterling, . .	2-91
13	16	Charlton, . .	3-49	38	37	Clinton, . .	2-86
31	17	Uxbridge, . .	3-48	46	38	Hubbardston, . .	2-83
27	18	Westminster, . .	3-43	41	39	Boylston, . .	2-80
22	19	Blackstone, . .	3-42	39	40	Barre, . .	2-73
24	20	Phillipston, . .	3-42	44	41	Leicester, . .	2-70
56	21	Spencer, . .	3-36	28	42	Southbridge, . .	2-68

BOARD OF EDUCATION.

WORCESTER COUNTY—CONCLUDED.

For 1874-75, by the Assessors' Returns of 1874.		T O W N S .	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.	For 1874-75, by the Assessors' Returns of 1874.		T O W N S .	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.
For 1875-76, by the State Valuation of 1875.							
57	43	Royalston, .	\$.002-65	53	51	Northborough, .	\$.002-42
47	44	Fitchburg, .	2-64	52	52	Winchendon, .	2-41
19	45	Lunenburg, .	2-64	54	53	Lancaster, .	2-37
36	46	Millbury, .	2-61	45	54	Worcester, .	2-32
42	47	Shrewsbury, .	2-59	55	55	Leominster, .	2-22
51	48	Sutton, .	2-48	32	56	Bolton, .	2-16
49	49	Berlin, .	2-45	48	57	Harvard, .	2-12
50	50	Athol, .	2-42	58	58	Princeton, .	1-96

SCHOOL RETURNS.

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GRADUATED TABLES—SECOND SERIES.

The different Counties in the State numerically arranged, according to the Percentage of their Taxable Property, appropriated for the support of Public Schools, for the year 1875-76.

For 1874-75, by the Assessors' Returns of 1874.	For 1875-76, by the State Valuation of 1875.	COUNTIES.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Amount of money raised by taxes for the support of Public Schools.	Income of Surplus Revenue and of similar funds appropriated for Public Schools.	TOTAL.	Valuation of 1875.	Amount contributed for board and fuel.
1	1	BARNSTABLE.	\$.003-78	\$62,400 00	\$1,269 87	\$63,669 87	\$16,835,435 00	\$150 00
4	2	Hampshire.	3-30	87,609 90	2,326 58	89,936 48	27,245,863 00	2,101 25
2	3	Plymouth.	3-24	129,051 84	3,747 19	132,799 03	40,991,609 00	327 50
3	4	Franklin.	3-18	56,106 97	1,529 26	57,636 23	18,122,573 00	1,199 00
5	5	Berkshire.	3-00	118,851 16	1,827 27	120,678 43	40,250,128 00	1,497 75
6	6	Essex.	2-96	510,524 89	6,129 64	516,654 53	174,272,302 00	-
9	7	Middlesex.	2-90	858,143 77	6,410 61	864,554 38	299,160,880 00	-
8	8	Hampden.	2-88	226,947 00	3,489 98	230,436 98	80,094,133 00	1,845 50
7	9	Worcester.	2-78	413,051 89	8,111 34	421,163 23	151,474,149 00	1,281 68
11	10	Nantucket.	2-66	6,500 00	-	6,500 00	2,446,936 00	-
10	11	Norfolk.	2-57	245,673 36	5,452 21	251,125 57	97,736,628 00	10 00
12	12	Bristol.	2-26	262,138 66	3,629 47	265,768 13	117,536,662 00	-
14	13	Dukes.	2-07	6,260 00	-	6,260 00	3,021,246 00	-
13	14	Suffolk.	1-75	1,417,639 15	12,808 75	1,430,447 90	816,955,635 00	-

AGGREGATE FOR THE STATE.

14 Counties.	\$.002-36	\$4,400,898 59	\$56,732 17	\$4,457,630 76	\$1,886,144,179 00	\$8,412 68
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GRADUATED TABLES—SECOND SERIES.

Arrangement of Counties according to their Appropriations, including Voluntary Contributions.

If the Counties are numerically arranged, according to the percentage of their valuations appropriated for Public Schools, voluntary contributions of board and fuel being added to the sum raised by tax and to the income of the Surplus Revenue and other funds, as severally given in the previous Table, the order of precedence will be as follows:—

For 1874-75, by the Assessors Returns of 1874.	For 1875-76, by the State Val- uation of 1875.	C O U N T I E S.	Percentage of Valuation appropriated to Public Schools— equivalent to mills and hundredths of mills.
1	1	BARNSTABLE,	\$.003-79
4	2	Hampshire,	3-38
3	3	Franklin,	3-25
2	4	Plymouth,	3-25
5	5	Berkshire,	3-04
6	6	Essex,	2-96
8	7	Hampden,	2-90
9	8	Middlesex,	2-90
7	9	Worcester,	2-79
11	10	Nantucket,	2-66
10	11	Norfolk,	2-57
12	12	Bristol,	2-26
14	13	Dukes,	2-07
13	14	Suffolk,	1-75
Aggregate for the State,			\$.002-87

GRADUATED TABLES—THIRD SERIES.

The following Table exhibits the ratio of the average attendance for the year in each town to the whole number of children between 5 and 15, according to the returns.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases where, without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is over 100 per cent. These results, supposing the registers to have been properly kept, and the returns correctly made, are to be thus explained:—the average attendance upon all Public Schools, being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15 may more than compensate for the absence of children between those ages. The rank of the towns standing highest in the following table is in accordance with the returns. As the returns are often incorrect the rank may be too high in some cases.

GRADUATED TABLES—THIRD SERIES.

[FOR THE STATE.]

Table in which all the towns in the State are numerically arranged according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1875-76.

T O W N S .				T O W N S .			
	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 HOPKINTON, .	839	1,083	1.29-08	33 Plainfield, .	75	69	.92-00
2 Boylston, .	132	155	1.17-42	34 Paxton, .	121	111	.91-74
3 Tyngsboro', .	96	111	1.15-63	35 Westfield, .	1,277	1,169	.91-54
4 Windsor, .	88	101	1.14-77	36 Heath, .	116	106	.91-38
5 Truro, .	172	187	1.08-72	37 Eastham, .	126	115	.91-27
6 Townsend, .	361	392	1.08-60	38 Tisbury, .	226	206	.91-15
7 Dartmouth, .	507	548	1.08-08	39 Leominster, .	766	698	.91-12
8 Shelburne, .	250	268	1.07-20	40 Malden, .	1,936	1,761	.90-96
9 Barre, .	373	398	1.06-70	41 Mendon, .	227	206	.90-75
10 Fairhaven, .	365	389	1.06-58	42 New Salem, .	139	126	.90-65
11 Littleton, .	177	187	1.05-66	43 Boxborough, .	63	57	.90-48
12 Savoy, .	121	120	.99-17	44 Gloucester, .	3,425	3,089	.90-17
13 Ashburnham, .	427	423	.99-06	45 Lunenburg, .	161	145	.90-06
14 Warren, .	492	482	.97-97	46 Holland, .	60	54	.90-00
15 Granby, .	153	148	.96-73	47 Royalston, .	209	188	.89-95
16 Nahant, .	81	78	.96-30	48 Giff, .	99	89	.89-90
17 Southwick, .	173	166	.95-95	49 Manchester, .	262	235	.89-70
18 Bellingham, .	196	187	.95-41	50 Holliston, .	543	487	.89-69
19 Brookfield, .	421	398	.94-54	51 Shutesbury, .	105	94	.89-52
20 Burlington, .	91	86	.94-51	52 Deerfield, .	643	575	.89-42
21 Hubbardston, .	265	250	.94-34	53 Somerville, .	3,685	3,276	.88-90
22 Hancock, .	107	100	.93-46	54 Carlisle, .	81	72	.88-89
23 Stoneham, .	901	839	.93-12	55 Pelham, .	126	112	.88-89
24 Falmouth, .	318	296	.93-08	56 Sunderland, .	162	144	.88-89
25 Mattapoisett, .	230	214	.93-04	57 Rockland, .	958	851	.88-83
26 Berlin, .	199	185	.92-96	58 Winchester, .	575	510	.88-70
27 Wilmington, .	142	132	.92-96	59 Framingham, .	929	823	.88-59
28 Kingston, .	265	246	.92-83	60 Leyden, .	95	84	.88-42
29 Ayer, .	347	322	.92-80	61 Oakham, .	162	143	.88-27
30 Cummington, .	164	152	.92-68	62 Belmont, .	363	320	.88-15
31 Ashby, .	167	154	.92-22	63 Wenham, .	166	146	.87-95
32 Attleboro', .	1,501	1,382	.92-07	64 Dana, .	116	102	.87-93

SCHOOL RETURNS.

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T O W N S .				T O W N S .			
		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.			No. of children between 5 and 15 years of age in each town.	Average attendance upon School.
		Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.				Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	
65	Goshen, .	66	58	87-88	113	Marshfield, .	306
66	Reading, .	537	471	87-71	114	Norwood, .	410
67	Charlemont, .	153	134	87-58	115	Foxborough, .	483
68	Edgartown, .	360	315	87-50	116	Leicester, .	483
69	Rochester, .	184	161	87-50	117	Provincetown, .	900
70	Sterling, .	301	263	87-38	118	Orleans, .	235
71	Acton, .	285	249	87-37	119	Ipswich, .	509
72	Georgetown, .	356	311	87-36	120	Stockbridge, .	349
73	Charlton, .	339	296	87-34	121	Yarmouth, .	332
74	Harwich, .	644	562	87-27	122	Bernardston, .	154
75	Warwick, .	131	113	86-26	123	E. Bridgewater, .	531
76	Chester, .	259	223	86-10	124	Belchertown, .	453
77	Westminster, .	266	229	86-09	125	Rutland, .	214
78	Brookline, .	1,154	991	85-90	126	Somerset, .	391
79	Wrentham, .	424	363	85-61	127	Middlefield, .	134
80	Barnstable, .	769	657	85-44	128	Ashland, .	448
81	Petersham, .	210	179	85-24	129	Milford, .	2,219
82	Athol, .	634	540	85-17	130	Hudson, .	770
83	Sandwich, .	667	566	84-86	131	Monroe, .	41
84	Stoughton, .	1,024	868	84-77	132	Holden, .	429
85	Chatham, .	429	363	84-62	133	Becket, .	311
86	Dennis, .	637	539	84-62	134	Orange, .	392
87	Uxbridge, .	577	488	84-58	135	Weymouth, .	1,936
88	Abington, .	732	619	84-56	136	Cambridge, .	8,128
89	Chelsea, .	2,942	2,487	84-53	137	Templeton, .	521
90	Bridgewater, .	702	593	84-47	138	Rockport, .	763
91	Lancaster, .	293	247	84-30	139	Medway, .	813
92	Greenwich, .	95	80	84-21	140	Seekonk, .	207
93	Princeton, .	195	164	84-10	141	Shrewsbury, .	277
94	Lakeville, .	207	174	84-06	142	Westboro', .	754
95	Duxbury, .	406	341	83-99	143	Harvard, .	254
96	Saugus, .	458	384	83-84	144	Shirley, .	256
97	Arlington, .	707	592	83-73	145	Colrain, .	328
98	Medford, .	1,149	962	83-72	146	Ashfield, .	238
99	Hawley, .	147	123	83-67	147	Brewster, .	236
100	Newton, .	2,845	2,371	83-34	148	Halifax, .	77
101	Montgomery, .	60	50	83-33	149	Scituate, .	461
102	Dighton, .	319	265	83-07	150	Salisbury, .	682
103	Bedford, .	135	112	82-96	151	Enfield, .	181
104	Freetown, .	223	185	82-96	152	So. Scituate, .	323
105	Stow, .	193	160	82-90	153	Quincy, .	1,727
106	So. Abington, .	419	347	82-82	154	Bolton, .	194
107	Amherst, .	675	559	82-81	155	Chilmark, .	85
108	No Andover, .	529	438	82-80	156	Lynnfield, .	127
109	Waltham, .	1,692	1,399	82-70	157	Haverhill, .	2,598
110	So. Hadley, .	588	485	82-48	158	Danvers, .	1,153
111	Sudbury, .	205	169	82-44	159	Buckland, .	384
112	Leverett, .	125	103	82-40	160	Weston, .	185

BOARD OF EDUCATION.

T O W N S .		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	T O W N S .		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
161	New Bedford,	4,002	3,134	.78-31	209	Alford, .	56	42	.75-00
162	Wareham, .	613	480	.78-30	210	Chesterfield, .	159	119	.74-84
163	W. Newbury,	403	315	.78-16	211	Northboro', .	246	184	.74-80
164	Melrose, .	855	668	.78-13	212	Fitchburg, .	2,347	1,750	.74-56
165	Otis, .	178	139	.78-09	213	Dalton, .	334	249	.74-55
166	Gardner, .	726	566	.77-96	214	Upton, .	382	284	.74-35
167	Brockton, .	1,970	1,533	.77-82	215	Boxford, .	127	94	.74-02
168	Hamilton, .	135	105	.77-78	216	Sharon, .	272	201	.73-90
169	Easton, .	791	614	.77-62	217	Holbrook, .	375	277	.73-87
170	Lenox, .	384	298	.77-60	218	Cheshire, .	367	271	.73-84
171	Medfield, .	174	135	.77-59	219	Grafton, .	931	687	.73-79
172	Carver, .	204	158	.77-45	220	Southampton, .	179	132	.73-74
173	Plymouth, .	1,169	904	.77-33	221	Egremont, .	129	95	.73-64
174	Southboro', .	374	289	.77-27	222	Raynham, .	322	237	.73-60
175	Essex, .	334	258	.77-24	223	Marlboro', .	2,018	1,485	.73-59
176	Wayland, .	280	216	.77-14	224	Lexington, .	522	383	.73-37
177	N. Braintree, .	114	88	.77-11	225	Hingham, .	803	588	.73-23
178	Northfield, .	319	246	.77-11	226	Groton, .	447	327	.73-15
179	Braintree, .	698	537	.76-93	227	Wakefield, .	1,013	740	.73-05
180	Natick, .	1,461	1,122	.76-80	228	Franklin, .	579	422	.72-88
181	Pembroke, .	237	182	.76-80	229	Randolph, .	901	653	.72-48
182	Gay Head, .	30	23	.76-67	230	Nantucket, .	453	328	.72-41
183	Needham, .	886	679	.76-65	231	Tolland, .	87	63	.72-41
184	Dehdam, .	1,132	867	.76-59	232	Hadley, .	433	313	.72-29
185	N. Marlboro', .	390	298	.76-41	233	Whately, .	191	138	.72-25
186	Dracut, .	216	165	.76-39	234	Lynn, .	5,836	4,212	.72-17
187	Watertown, .	882	673	.76-30	235	Amesbury, .	1,154	832	.72-10
188	W. Brookfield, .	384	293	.76-30	236	Middleboro', .	903	650	.71-98
189	Maynard, .	350	267	.76-29	237	Huntington, .	192	138	.71-88
190	Sandisfield, .	227	173	.76-21	238	Clinton, .	1,448	1,039	.71-75
191	Walpole, .	365	278	.76-16	239	Rehoboth, .	324	232	.71-60
192	Worthington, .	151	115	.76-16	240	Acushnet, .	190	136	.71-58
193	Blandford, .	175	133	.76-00	241	Hanover, .	341	244	.71-55
194	Ludlow, .	225	171	.76-00	242	Wellfleet, .	393	293	.71-55
195	Swampscott, .	383	291	.75-98	243	Marion, .	165	118	.71-52
196	Peru, .	104	79	.75-96	244	Lincoln, .	140	100	.71-43
197	Dover, .	112	85	.75-89	245	Hyde Park, .	1,307	931	.71-23
198	Erving, .	149	113	.75-84	246	Chelmsford, .	491	349	.71-08
199	Marblehead, .	1,545	1,171	.75-80	247	W. Bridgewater, .	356	253	.71-07
200	Prescott, .	95	72	.75-79	248	Concord, .	500	354	.70-80
201	Rowe, .	143	108	.75-52	249	Longmeadow, .	267	189	.70-80
202	Peabody, .	1,444	1,089	.75-42	250	Woburn, .	2,122	1,498	.70-60
203	Conway, .	276	208	.75-36	251	Pepperell, .	355	250	.70-42
204	Phillipston, .	145	109	.75-17	252	Mansfield, .	490	345	.70-41
205	Spencer, .	974	732	.75-15	253	Wendell, .	81	57	.70-37
206	No. Reading, .	181	136	.75-14	254	Beverly, .	1,447	1,017	.70-28
207	Winchendon, .	724	544	.75-14	255	Canton, .	929	651	.70-08
208	N. Brookfield, .	761	571	.75-03	256	Lee, .	812	569	.70-07

SCHOOL RETURNS.

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T O W N S .				T O W N S .			
		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.			No. of children between 5 and 15 years of age in each town.	Average attendance upon School.
		Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.				Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	
257	Billerica, .	354	248	.70-06	300	Northampton,	2,212
258	Everett, .	680	475	.69-85	301	Pittsfield, .	2,384
259	Cohasset, .	463	323	.69-76	302	Blackstone, .	1,065
260	Dunstable, .	89	62	.69-66	303	Sherborn, .	169
261	Lowell, .	7,344	5,116	.69-66	304	Wales, .	162
262	Springfield, .	5,668	3,944	.69-58	305	Millbury, .	964
263	Granville, .	281	195	.69-39	306	Clarksburg, .	156
264	Hardwick, .	441	306	.69-38	307	Lanesboro', .	310
265	Andover, .	897	621	.69-23	308	Wilbraham, .	405
266	Northbridge, .	857	593	.69-19	309	Salem, .	4,688
267	Montague, .	586	405	.69-11	310	Douglas, .	433
268	Boston, .	60255	41606	.69-05	311	Williamsb'rg,	519
269	Sheffield, .	467	322	.68-95	312	Hinsdale, .	350
270	Agawam, .	386	266	.68-91	313	Brimfield, .	218
271	Monson, .	649	447	.68-88	314	Plympton, .	174
272	Worcester, .	9,570	6,589	.68-85	315	Norfolk, .	174
273	Revere, .	285	196	.68-77	316	Rowley, .	203
274	Hanson, .	227	156	.68-72	317	Ware, .	976
275	Groveland, .	376	258	.68-62	318	Newbury, .	225
276	Winthrop, .	124	85	.68-55	319	Monterey, .	159
277	Milton, .	541	368	.68-02	320	Palmer, .	942
278	Russell, .	115	78	.67-83	321	Webster, .	874
279	Bradford, .	408	276	.67-65	322	Sturbridge, .	387
280	Southbridge, .	1,115	753	.67-53	323	Florida, .	115
281	Hatfield, .	311	210	.67-52	324	Topsfield, .	235
282	Westford, .	340	229	.67-35	325	Washington, .	164
283	Methuen, .	715	481	.67-27	326	New Ashford, .	38
284	Westport, .	528	354	.67-04	327	Gosnold, .	19
285	Tyringham, .	112	75	.66-96	328	Lawrence, .	5,648
286	Berkley, .	145	97	.66-90	329	Adams, .	3,322
287	Taunton, .	3,846	2,567	.66-74	330	Fall River, .	8,026
288	W Stockb'ge, .	429	286	.66-67	331	W Springfield, .	814
289	Middleton, .	226	150	.66-37	332	Newburyp't, .	2,603
290	Williamst'wn, .	717	473	.65-97	333	Easthampt'n, .	864
291	Auburn, .	264	174	.65-91	334	Westhampt'n, .	160
292	Tewksbury, .	195	128	.65-64	335	Mt. Wash'ton, .	51
293	Dudley, .	539	353	.65-49	336	Richmond, .	237
294	Norton, .	283	185	.65-37	337	Mashpee, .	77
295	G. Barrington, .	871	567	.65-10	338	Hull, .	65
296	W. Boylston, .	572	372	.65-03	339	Sutton, .	762
297	Greenfield, .	694	451	.64-98	340	Chicopee, .	2,513
298	Swansea, .	230	149	.64-78	341	Holyoke, .	3,231
299	Oxford, .	569	368	.64-67	342	Merrimac,* .	-

* Incorporated April, 1876. Returned with Amesbury.

GRADUATED TABLES—THIRD SERIES.

[COUNTY TABLES.]

Table, in which all the Towns in the respective Counties in the State are numerically arranged, according to the average attendance of their children upon the Public Schools, for the year 1875-76.

[For an explanation of the principles on which these Tables are constructed, see *ante*, p. cv.]

BARNSTABLE COUNTY.

TOWNS.				TOWNS.			
		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.			No. of children between 5 and 15 years of age in each town.	Average attendance upon School.
1	TRURO, .	172	187	1.08-72	8	Dennis, .	637
2	Falmouth, .	318	296	.93-08	9	Provincetown, .	900
3	Eastham, .	126	115	.91-27	10	Orleans, .	235
4	Harwich, .	644	562	.87-27	11	Yarmouth, .	332
5	Barnstable, .	769	657	.85-44	12	Brewster, .	236
6	Sandwich, .	667	566	.84-86	13	Wellfleet, .	393
7	Chatham, .	429	363	.84-62	14	Mashpee, .	77
							539
							736
							192
							270
							187
							293
							37
							.84-62
							.81-78
							.81-70
							.81-33
							.79-24
							.71-55
							.48-05

BERKSHIRE COUNTY.

1	WINDSOR, .	88	101	1.14-77	17	Tyringham, .	112	75	.66-96
2	Savoy, .	121	120	.99-17	18	W. Stockbridge, .	429	286	.66-67
3	Hancock, .	107	100	.93-46	19	Williamstown, .	717	473	.65-97
4	Stockbridge, .	349	284	.81-38	20	G. Barrington, .	871	567	.65-10
5	Becket, .	311	250	.80-38	21	Pittsfield, .	2,384	1,540	.64-60
6	Otis, .	178	139	.78-09	22	Clarksburg, .	156	99	.63-46
7	Lenox, .	384	298	.77-60	23	Lanesboro', .	310	196	.63-23
8	N. Marlboro', .	390	298	.76-41	24	Hinsdale, .	350	219	.62-57
9	Sandisfield, .	227	173	.76-21	25	Monterey, .	159	96	.60-38
10	Peru, .	104	79	.75-96	26	Florida, .	115	68	.59-13
11	Alford, .	56	42	.75-00	27	Washington, .	164	95	.57-93
12	Dalton, .	334	249	.74-55	28	New Ashford, .	38	22	.57-90
13	Cheshire, .	367	271	.73-84	29	Adams, .	3,322	1,908	.57-44
14	Egremont, .	129	95	.73-64	30	Mt. Washin'n, .	51	25	.49-02
15	Lee, .	812	569	.70-07	31	Richmond, .	237	116	.48-95
16	Sheffield, .	467	322	.68-95					

SCHOOL RETURNS.

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BRISTOL COUNTY.

TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 DARTMOUTH, .	507	548	1.08-08	11 Rehoboth, .	324	232	.71-60
2 Fairhaven, .	365	389	1.06-58	12 Acushnet, .	190	136	.71-58
3 Attleboro', .	1,501	1,382	.92-07	13 Mansfield, .	490	345	.70-41
4 Dighton, .	319	265	.83-07	14 Westport, .	528	354	.67-04
5 Freetown, .	223	185	.82-96	15 Berkley, .	145	97	.66-90
6 Somerset, .	391	316	.80-82	16 Taunton, .	3,846	2,567	.66-74
7 Seekonk, .	207	166	.80-19	17 Norton, .	283	185	.65-37
8 New Bedford, .	4,002	3,134	.78-31	18 Swansea, .	230	149	.64-78
9 Easton, .	791	614	.77-62	19 Fall River, .	8,026	4,554	.56-74
10 Raynham, .	322	237	.73-60				

DUKES COUNTY.

1 TISBURY, .	226	206	.91-15	4 Gay Head, .	30	23	.76-67
2 Edgartown, .	360	315	.87-50	5 Gosnold, .	19	11	.57-89
3 Chilmark, .	85	67	.78-82				

ESSEX COUNTY.

1 NAHANT, .	81	78	.96-30	18 Marblehead, .	1,545	1,171	.75-80
2 Gloucester, .	3,425	3,089	.90-19	19 Peabody, .	1,444	1,089	.75-42
3 Manchester, .	262	235	.89-70	20 Boxford, .	127	94	.74-02
4 Wenham, .	166	146	.87-95	21 Lynn, .	5,836	4,212	.72-17
5 Georgetown, .	356	311	.87-36	22 Amesbury, .	1,154	832	.72-10
6 Saugus, .	458	384	.83-84	23 Beverly, .	1,447	1,017	.70-28
7 No. Andover, .	529	438	.82-80	24 Andover, .	897	621	.69-23
8 Ipswich, .	509	415	.81-53	25 Groveland, .	376	258	.68-62
9 Rockport, .	763	612	.80-21	26 Bradford, .	408	276	.67-65
10 Salisbury, .	682	539	.79-03	27 Methuen, .	715	481	.67-27
11 Lynnfield, .	127	100	.78-74	28 Middleton, .	226	150	.66-37
12 Haverhill, .	2,598	2,044	.78-68	29 Salem, .	4,688	2,960	.63-14
13 Danvers, .	1,153	907	.78-66	30 Rowley, .	203	123	.60-59
14 W. Newbury, .	403	315	.78-16	31 Newbury, .	225	136	.60-44
15 Hamilton, .	135	105	.77-78	32 Topsfield, .	235	138	.58-72
16 Essex, .	334	258	.77-24	33 Lawrence, .	5,648	3,258	.57-68
17 Swampscott, .	383	291	.75-98	34 Newburyp't, .	2,603	1,441	.55-36

BOARD OF EDUCATION.

FRANKLIN COUNTY.

T O W N S .				T O W N S .					
	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		
1	SHELBURNE, .	250	268	1.07-20	14	Monroe, .	41	33	.80-49
2	Heath, .	116	106	.91-38	15	Orange, .	392	315	.80-36
3	New Salem, .	139	126	.90-65	16	Colrain, .	328	261	.79-57
4	Gill, .	99	89	.89-90	17	Ashfield, .	238	189	.79-41
5	Shutesbury, .	105	94	.89-52	18	Buckland, .	384	301	.78-39
6	Deerfield, .	643	575	.89-42	19	Northfield, .	319	246	.77-11
7	Sunderland, .	162	144	.88-89	20	Erving, .	149	113	.75-84
8	Leyden, .	95	84	.88-42	21	Rowe, .	143	108	.75-52
9	Charlemont, .	153	134	.87-58	22	Conway, .	276	208	.75-36
10	Warwick, .	131	113	.86-26	23	Whately, .	191	138	.72-25
11	Hawley, .	147	123	.83-67	24	Wendell, .	81	57	.70-37
12	Leverett, .	125	103	.82-40	25	Montague, .	586	405	.69-11
13	Bernardston, .	154	125	.81-17	26	Greenfield, .	694	451	.64-98

HAMPDEN COUNTY.

1	SOUTHWICK, .	173	166	.95-95	12	Agawam, .	386	266	.68-91
2	Westfield, .	1,277	1,169	.91-54	13	Monson, .	649	447	.68-88
3	Holland, .	60	54	.90-00	14	Russell, .	115	78	.67-83
4	Chester, .	259	223	.86-10	15	Wales, .	162	104	.64-20
5	Montgomery, .	60	50	.83-33	16	Wilbraham, .	405	256	.63-21
6	Blandford, .	175	133	.76-00	17	Brimfield, .	218	136	.62-38
7	Ludlow, .	225	171	.76-00	18	Palmer, .	942	564	.59-87
8	Tolland, .	87	63	.72-41	19	W. Spring'ld, .	814	454	.55-77
9	Longmead'w, .	267	189	.70-80	20	Chicopee, .	2,513	954	.37-96
10	Springfield, .	5,668	3,944	.69-58	21	Holyoke, .	3,231	860	.26-62
11	Granville, .	281	195	.69-39					

HAMPSHIRE COUNTY.

1	GRANBY, .	153	148	.96-73	13	Prescott, .	95	72	.75-79
2	Cummingt'n, .	164	152	.92-68	14	Chesterfield, .	159	119	.74-84
3	Plainfield, .	75	69	.92-00	15	Southampt'n, .	179	132	.73-74
4	Pelham, .	126	112	.88-89	16	Hadley, .	433	313	.72-29
5	Goshen, .	66	58	.87-88	17	Huntington, .	192	148	.71-88
6	Greenwich, .	95	80	.84-21	18	Hatfield, .	311	240	.67-52
7	Amherst, .	675	559	.82-81	19	Northampt'n, .	2,212	1,529	.64-60
8	So. Hadley, .	588	485	.82-48	22	Williamsb'rg, .	519	325	.62-62
9	Belchertown, .	453	367	.81-02	21	Ware, .	976	510	.60-45
10	Middlefield, .	134	108	.80-60	22	Eastampt'n, .	864	477	.55-21
11	Enfield, .	181	143	.79-01	23	Westampt'n, .	160	80	.50-00
12	Worthington, .	151	115	.76-16					

SCHOOL RETURNS.

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MIDDLESEX COUNTY.

TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 HOPKINTON, .	839	1,083	1.29-08	28 Hudson, .	770	620	.80-52
2 Tyngsboro', .	96	111	1.15-63	29 Cambridge, .	8,128	6,527	.80-30
3 Townsend, .	361	392	1.08-60	30 Shirley, .	256	204	.79-69
4 Littleton, .	177	187	1.05-66	31 Weston, .	185	145	.78-38
5 Burlington, .	91	86	.94-51	32 Melrose, .	855	668	.78-13
6 Stoneham, .	901	839	.93-12	33 Wayland, .	280	216	.77-14
7 Wilmington, .	142	132	.92-96	34 Natick, .	1,461	1,122	.76-80
8 Ayer, .	347	322	.92-80	35 Dracut, .	216	165	.76-39
9 Ashby, .	167	154	.92-22	36 Watertown, .	882	673	.76-30
10 Malden, .	1,936	1,761	.90-96	37 Maynard, .	350	267	.76-29
11 Boxborough, .	63	57	.90-48	38 No. Reading, .	181	136	.75-14
12 Holliston, .	543	487	.89-69	39 Marlboro', .	2,018	1,485	.73-59
13 Somerville, .	3,685	3,276	.88-90	40 Lexington, .	522	383	.73-37
14 Carlisle, .	81	72	.88-89	41 Groton, .	447	327	.73-15
15 Winchester, .	575	510	.88-70	42 Wakefield, .	1,013	740	.73-05
16 Framingham, .	929	823	.88-59	43 Lincoln, .	140	100	.71-43
17 Belmont, .	363	320	.88-15	44 Chelmsford, .	491	349	.71-08
18 Reading, .	537	471	.87-71	45 Concord, .	500	354	.70-80
19 Acton, .	285	249	.87-37	46 Woburn, .	2,122	1,498	.70-60
20 Arlington, .	707	592	.83-73	47 Pepperell, .	355	250	.70-42
21 Medford, .	1,149	962	.83-72	48 Billerica, .	354	248	.70-06
22 Newton, .	2,845	2,371	.83-34	49 Everett, .	680	475	.69-85
23 Bedford, .	135	112	.82-96	50 Dunstable, .	89	62	.69-66
24 Stow, .	193	160	.82-90	51 Lowell, .	7,344	5,116	.69-66
25 Waltham, .	1,692	1,399	.82-70	52 Westford, .	340	229	.67-35
26 Sudbury, .	205	169	.82-44	53 Tewksbury, .	195	128	.65-64
27 Ashland, .	448	361	.80-58	54 Sherborn, .	169	109	.64-50

NANTUCKET COUNTY.

NANTUCKET,	453	328	.72-41
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NORFOLK COUNTY.

1 BELLINGHAM, .	196	187	.95-41	7 Weymouth, .	1,936	1,555	.80-32
2 Brookline, .	1,154	991	.85-90	8 Medway, .	813	652	.80-20
3 Wrentham, .	424	363	.85-61	9 Quincy, .	1,727	1,363	.78-92
4 Stoughton, .	1,024	868	.84-77	10 Medfield, .	174	135	.77-59
5 Norwood, .	410	337	.82-20	11 Braintree, .	698	537	.76-93
6 Foxborough, .	483	396	.81-99	12 Needham, .	886	679	.76-65

BOARD OF EDUCATION.

NORFOLK COUNTY—CONCLUDED.

T O W N S .					T O W N S .				
		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Average attendance to the whole No. of children between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
13	Dedham, .	1,132	867	.76-59	19	Randolph, .	901	653	.72-48
14	Walpole, .	365	278	.76-16	20	Hyde Park, .	1,307	931	.71-23
15	Dover, .	112	85	.75-89	21	Canton, .	929	651	.70-08
16	Sharon, .	272	201	.73-90	22	Cohasset, .	463	323	.69-76
17	Holbrook, .	375	277	.73-87	23	Milton, .	541	368	.68-02
18	Franklin, .	579	422	.72-88	24	Norfolk, .	174	107	.61-50

PLYMOUTH COUNTY.

1	MATTAPOISETT, .	230	214	.93-04	15	Wareham, .	613	480	.78-30
2	Kingston, .	265	246	.92-83	16	Brockton, .	1,970	1,533	.77-82
3	Rockland, .	958	851	.88-83	17	Carver, .	204	158	.77-45
4	Rochester, .	184	161	.87-50	18	Plymouth, .	1,169	904	.77-33
5	Abington, .	732	619	.84-56	19	Pembroke, .	237	182	.76-80
6	Bridgewater, .	702	593	.84-47	20	Hingham, .	803	588	.73-23
7	Lakeville, .	207	174	.84-06	21	Middleboro',.	903	650	.71-98
8	Duxbury, .	406	341	.83-99	22	Hanover, .	341	244	.71-55
9	So. Abington, .	419	347	.82-82	23	Marion, .	165	118	.71-52
10	Marshfield, .	306	252	.82-35	24	W. Bridgew'r, .	356	253	.71-07
11	E. Bridgew'r, .	531	431	.81-17	25	Hanson, .	227	156	.68-72
12	Halifax, .	77	61	.79-22	26	Plympton, .	174	108	.62-07
13	Scituate, .	461	365	.79-18	27	Hull, .	65	30	.46-15
14	So. Scituate, .	323	255	.78-95					

SUFFOLK COUNTY.

1	CHELSEA, .	2,942	2,487	.84-53	3	Revere, .	285	196	.68-77
2	Boston, .	60255	41606	.69-05	4	Winthrop, .	124	85	.68-55

WORCESTER COUNTY.

1	BOYLSTON, .	132	155	1.17-42	6	Hubbardston, .	265	250	.94-34
2	Barre, .	373	398	1.06-70	7	Berlin, .	199	185	.92-96
3	Ashburnham, .	427	423	.99-06	8	Paxton, .	121	111	.91-74
4	Warren, .	492	482	.97-97	9	Leominster, .	766	698	.91-12
5	Brookfield, .	421	398	.94-54	10	Mendon, .	227	206	.90-75

SCHOOL RETURNS.

cxv

WORCESTER COUNTY—CONCLUDED.

TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
11 Lunenburg, .	161	145	.90-06	35 W. Brookfield, .	384	293	.76-30
12 Royalston, .	209	188	.89-05	36 Phillipston, .	145	109	.75-17
13 Oakham, .	162	143	.88-27	37 Spencer, .	974	732	.75-15
14 Dana, .	116	102	.87-93	38 Winchendon, .	724	544	.75-14
15 Sterling, .	301	263	.87-38	39 N. Brookfield, .	761	571	.75-03
16 Charlton, .	339	296	.87-34	40 Northboro', .	246	184	.74-80
17 Westminster, .	266	229	.86-09	41 Fitchburg, .	2,347	1,750	.74-56
18 Petersham, .	210	179	.85-24	42 Upton, .	382	284	.74-35
19 Athol, .	634	540	.85-17	43 Grafton, .	931	687	.73-79
20 Uxbridge, .	577	488	.84-58	44 Clinton, .	1,448	1,039	.71-75
21 Lancaster, .	293	247	.84-30	45 Hardwick, .	441	306	.69-38
22 Princeton, .	195	164	.84-10	46 Northbridge, .	857	593	.69-19
23 Leicester, .	483	396	.81-99	47 Worcester, .	9,570	6,589	.68-85
24 Rutland, .	214	173	.80-84	48 Southbridge, .	1,115	753	.67-53
25 Milford, .	2,219	1,788	.80-58	49 Auburn, .	264	174	.65-91
26 Holden, .	429	345	.80-42	50 Dudley, .	539	353	.65-49
27 Templeton, .	521	418	.80-23	51 W. Boylston, .	572	372	.65-03
28 Shrewsbury, .	277	222	.80-14	52 Oxford, .	569	368	.64-67
29 Westboro', .	754	603	.79-97	53 Blackstone, .	1,065	687	.64-51
30 Harvard, .	254	203	.79-92	54 Millbury, .	964	614	.63-69
31 Bolton, .	194	153	.78-87	55 Douglas, .	433	272	.62-82
32 Gardner, .	726	566	.77-96	56 Webster, .	874	520	.59-50
33 Southboro', .	374	289	.77-27	57 Sturbridge, .	387	230	.59-43
34 N. Braintree, .	114	88	.77-11	58 Sutton, .	762	351	.46-06

TABLE in which all the Counties are numerically arranged, according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1875-76.

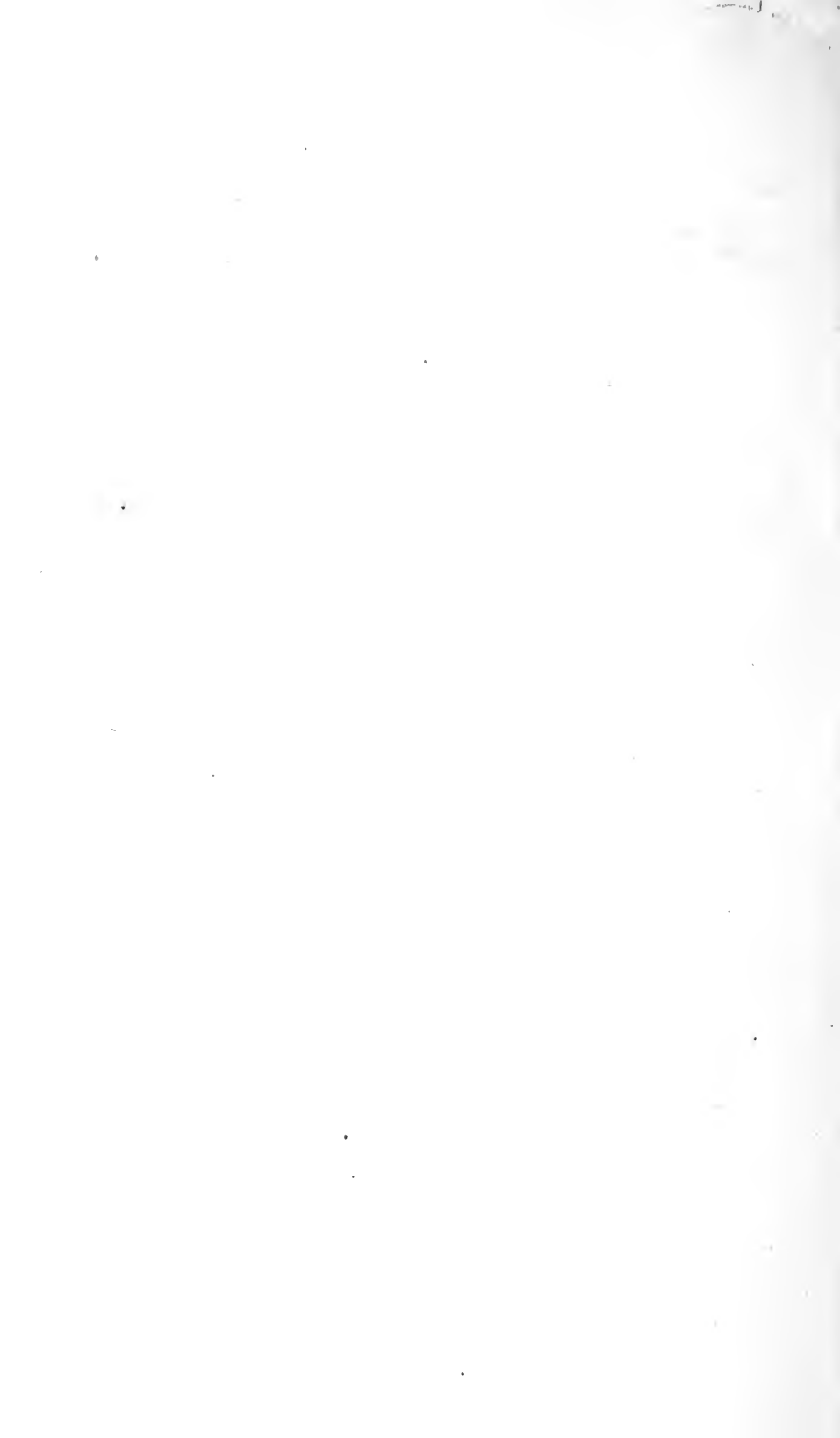
For 1874-75.	For 1875-76.	COUNTIES.	Ratio of Attendance.
7	1	DUKES, . . . . .	.86-39
2	2	Barnstable, . . . . .	.84-24
3	3	Franklin, . . . . .	.79-94
1	4	Middlesex, . . . . .	.79-49
4	5	Plymouth, . . . . .	.79-17
6	6	Norfolk, . . . . .	.77-46
8	7	Worcester, . . . . .	.74-40
11	8	Nantucket, . . . . .	.72-41
9	9	Hampshire, . . . . .	.71-21
10	10	Essex, . . . . .	.71-06
14	11	Bristol, . . . . .	.69-88
5	12	Suffolk, . . . . .	.69-76
12	13	Berkshire, . . . . .	.66-30
13	14	Hampden, . . . . .	.58-31

AVERAGE ATTENDANCE FOR THE STATE.

Number of children between 5 and 15 years of age in the State, .	300,834
Average attendance,	218,903
Ratio of attendance to the whole number between 5 and 15 years of age, expressed in decimals,72-76

I N D E X .

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